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ABSTRACT

As mandated by Congress, this annual report from the U.S. Department of Education (ED) describes its activities in the past fiscal year (FY). Secretary of Education, T. H. Bell, summarizes ED accomplishments in FY 1983 in such areas as excellence in education, citing the findings and impact of the report "A Nation at Risk"; the implementation of higher standards for the performance of all personnel; debt collection; prevention and reduction of fraud, waste, and mismanagement; regulation reform; reduction of reporting requirements and paperwork; civil rights; education and work; passage of tuition tax credits; student financial aid; and special student populations. Following a chart showing ED organization, activities of the Under Secretary's office are outlined, as are operations in the ED offices for Management; Planning, Budget and Evaluation; and Intergovernmental and Interagency Affairs. Next the ED Inspector General's office reviews its audit and investigative actions. Also reporting on their programs are the ED offices for Elementary and Secondary Education, Special Education and Rehabilitative Services, Bilingual Education and Minority Languages Affairs, Vocational and Adult Education, Postsecondary Education, Educational Research and Improvement, Civil Rights, General Legal Counsel, and Legislation and Public Affairs. A brief appendix lists the ED advisory councils and committees, and boards and commissions for October 1, 1982-September 30, 1983. (MLF)

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U.S. DEPARTMENT OF EDUCATION

ANNUAL REPORT

FISCAL YEAR 1983

U.S. DEPARTMENT OF EDUCATION
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EA 017 222

U.S. DEPARTMENT OF EDUCATION

ANNUAL REPORT

FISCAL YEAR 1983

T. H. Bell, Secretary

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

April 20, 1984

The President
The White House
Washington, D.C. 20500

Dear Mr. President:

In accordance with Section 426 of the Department of Education Organization Act (P.L. 96-88), I have prepared the Department's report for fiscal year 1983. This section of the Act requires the Secretary of Education to submit to the President for transmittal to the Congress a report on the activities of the Department of Education for each fiscal year.

Sincerely,

T. H. Bell

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

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REPORT OF THE SECRETARY

It is my pleasure to submit to the United States Congress the report of the U.S. Department of Education for Fiscal Year 1983.

I will begin with a summary of the Department's major accomplishments in support of the goals and priorities developed for FY 1983.

Subsequent chapters describe the FY 1983 activities of the Department's principal components.

Major Accomplishments in Fiscal Year 1983

I. Excellence in Education

Following discussions with President Reagan in the summer of 1981, the National Commission on Excellence in Education (NCEE) was created. The Commission's membership was chosen to be bipartisan and broadly representative of the many groups involved with and concerned about education.

I asked the Commission to examine the quality of education in the United States and make a report to the President, to me, and to the American public. Specifically, I asked that they consider:

- The quality of teaching and learning in our Nation's public and private schools and colleges;
- student achievement in the United States compared to that in other advanced industrial nations;
- the effects of college and university admissions standards on student achievement in high school;
- the existence of school programs particularly effective in raising student achievement;
- social and educational changes in the last 25 years and their effects on student achievement.

The Commission presented their report to President Reagan on April 26, 1983, having done a masterful job of responding to the charge I had handed them. The report, briefly summarized here, is entitled "A Nation at Risk: The Imperative For Educational Reform." It has generated widespread comment and reaction from the education community, the public, elected officials, and the media.

Major Conclusions. -- The Commission concluded that our Nation is at risk because our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. The Commission concluded that the educational foundations of our society are being eroded by a rising tide of mediocrity that threatens our very future as a Nation and as a people. The Commission's concern went far beyond matters of industry and commerce to the intellectual, moral, and spiritual strengths of our people which knit together the very fabric of our society. The report noted that individuals in our society who do not possess the levels of skill, literacy, and training essential to the new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also essentially from effective participation in our national life.

Findings. -- The Commission concluded that the educational risk we are running is largely the result of disturbing inadequacies in the way the education process itself is conducted. The report found four major problem areas: content, expectations, time, and teaching.

- The Commission stated that secondary school curricula have been homogenized, diluted, and diffused to the point that they no longer have a central purpose. As a result, schools may offer rigorous courses, but far too many students avoid them in favor of personal service and development courses.
- We appear to expect too little of our students and we get what we ask for.
- American students spend less time in school during the school day and school year than do students in many other nations.
- Not enough academically able students are being attracted to teaching. Teacher preparation programs need substantial improvement. The professional working life of teachers is unacceptable, and serious shortages of teachers exist in several fields, including mathematics and science.

Recommendations. -- The Commission made five major recommendations, with several implementing recommendations within each of the five broad areas. I want to touch upon them briefly.

- With respect to content, the report recommended that all students seeking a high school diploma be required to lay a foundation in "Five New Basics" by taking the following curriculum during their 4 years of high school: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science.

- Concerning standards and expectations, the Commission recommended that schools, colleges, and universities adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct, and that 4-year colleges and universities raise their requirements for admission.
- The report recommended that more time be devoted to learning the New Basics, which would require more effective use of the existing school day, a longer school day, or a lengthened school year.
- The Commission's teaching recommendation is in seven parts, urging that standards for teacher-candidates be improved, that salaries be increased, that school boards adopt an 11-month contract for teachers, that career ladders be developed, that personnel resources outside the schools be employed to solve the immediate problem of the shortage of mathematics and science teachers, that incentives such as grants and loans be made available to attract outstanding students into teaching, and that "master teachers" be involved in designing teacher preparation programs.
- Finally, the Commission examined leadership and fiscal support, recommending that citizens across the Nation hold educators and elected officials responsible for providing the leadership necessary to achieve the reforms it proposed, and that citizens provide the fiscal support and stability required.

Knowing that the recommendations of a report are useless unless studied and implemented, the Department of Education held a series of regional meetings across the country with education leaders, governors, State legislative leaders, parents, students, and concerned members of the business community. These meetings culminated in the final National Forum on Excellence in Education, held in December 1983 in Indianapolis. Over 2,300 key policymakers and other concerned individuals met to discuss the NCEE report and the implementation of its recommendations.

As a result of President Reagan's leadership, the report, and other recent studies of education, public awareness and concern for education greatly increased in 1983. Currently, every State in the Nation is undertaking review and reform of its system of public education. The promotion of more effective learning and the enhancement of excellence in education will continue to be the highest priority of every part of the Department of Education during FY 1984.

Progress in achieving the following goals which I set for FY 1983 reflects and contributes to the central priority of excellence in education.

II. Implement Higher Standards for the Performance of All Personnel

The Senior Executive Service (SES) and Merit Pay performance appraisal systems are being used to communicate and manage Department-wide initiatives. Intensive training was provided in FY 1983 to all SES and Merit Pay employees to ensure that they received sufficient orientation to Departmental initiatives in four areas:

- o Outback
- o Audit resolution
- o Reduction of fraud, waste, and mismanagement
- o Mandatory training

They also received training to ensure they developed appropriate performance objectives for inclusion in their performance agreements.

III. Debt Collection

In the past 2 years, the Department's student loan collection effort has been significantly strengthened through initiatives introduced by the administration into the 96th and 97th Congress. These new authorities have provided the Department with the tools necessary to address such an important recovery effort. Among the major initiatives that the Department has successfully implemented within the past year are:

- o full implementation of private sector agency contracts;
- o more timely use of Internal Revenue Service Address Locator Services;
- o a pilot project with the Internal Revenue Service to determine the flexibility of taxing as unearned income student loans which are written off;
- o improvements in collection system software which have enabled us to more effectively address the new authorities provided by the Debt Collection Act of 1982;

- development of the procedures to implement the identification, location, and salary offset measures to collect from Federal employees in default on student loans. At the time of the original computer match, the Department identified 46,860 Federal employees in default on $67.7 million in student loans; and

- implementation of administrative procedures which enable the Department to report defaulted Federally Insured Student Loans (FISL) and National Direct Student Loans (NDSL) assigned to consumer credit bureaus.

The effect of the private agency contracts, as well as other improvements which the Department has implemented in the past year, has contributed to an increase in collections of $74.8 million in FY 1983. This is an increase of approximately 35 percent over collections in FY 1982.

Overall, collections from major Federal education programs in FY 1983 have increased substantially over FY 1982 collections. For example, in FY 1983 the Department collected $51.6 million in the Federally Insured Student Loan program, an increase of approximately 26 percent over FY 1982.

In the National Direct Student Loan program, the Department collected $24.1 million in FY 1983, an increase of approximately 76 percent over FY 1982 collections. And in the Cuban Student Loan program, the Department collected $1.8 million in FY 1983, or an increase of 206 percent over FY 1982 collections.

NOTE: "The Student Loan Collection Improvement Amendments of 1983," a legislative proposal drafted largely during FY 1983, was formally submitted to the Congress just after the close of the fiscal year, on October 19, 1983.

IV. Prevention and Reduction of Fraud, Waste, and Mismanagement

In FY 1983, the Department of Education continued implementing the Internal Control Program aimed at reducing fraud, waste, and abuse in government operations. Principal offices conducted vulnerability assessments to identify control systems least capable of providing reasonable safeguards against loss. Those control systems identified were scheduled for intensive internal control review conducted by the principal offices. The Office of Management provided training and technical assistance to managers as they performed the reviews and prepared the internal control reports. The first cycle of internal control reports has been completed in each principal office. As a result, letters of assurance have been prepared and submitted to me by each principal office in preparation for the Secretary's letter of assurance under the Federal Managers Financial Integrity Act.

V. Regulation Reform

During FY 1983, the Department implemented the administration policy of regulatory burden reduction through the following new and continuing measures adopted to reduce regulatory burdens on the public in general and on the educational community in particular:

- A major portion of the Department's regulatory efforts and administrative resources was directed toward the timely publication of new regulations governing those higher education programs affected by legislative amendments. These regulations were reviewed to eliminate unnecessary paperwork and compliance burdens prior to issuance.
- The Department has continued to review existing regulations as resources permit. As a result of these reviews, I may approve revised regulations or revoke existing regulations.
- Implementing a recommendation by the Presidential Task Force on Regulatory Relief, I established a special Department task force to review the Education Department General Administrative Regulations (EDGAR) and to recommend the elimination of those provisions determined to be overly prescriptive.
- An evaluation questionnaire on Department regulations has been circulated to members of the education community for completion on a voluntary basis. The questionnaire is expected to identify areas where paperwork and compliance burdens could be reduced or regulatory provisions clarified.

VI. Reduction of Reporting Requirements and Paperwork

The Department reduced the amount of time the public spent completing ED forms by more than 1.16 million hours in FY 1983. The two largest decreases occurred in the Office of Student Financial Assistance. The phase out of the Federal Insured Student Loan (FISL) program, due to increased reliance on State Guarantee Agencies, reduced the use of the FISL application by more than .5 million hours. More thorough validation of Pell Grant application information by student financial assistance officers at institutions of higher education allowed the Department to eliminate another form altogether, for a reduction of 267,000 hours of paperwork burden.

VII. Implement an Approach that Persuades More State Education Agency, Local Education Agency, and Higher Education Leadership to Make Commitments in the Enforcement of Civil Rights

Without neglecting Federal enforcement responsibilities under the law, the Department, through the Office for Civil Rights (OCR), has pursued policies to encourage State and local levels of government to recognize the importance of civil rights and the vital assistance they can provide not only to obtain voluntary civil rights compliance, but to reduce unnecessary data collection and reporting requirements for Department recipients, and to improve OCR's ability to meet court-ordered time frames for complaint processing and compliance reviews. These objectives are promoted and institutionalized through Memoranda of Understanding (MOUs). In September 1983, OCR developed and disseminated a model MOU to assist Regional Civil Rights Directors in negotiating MOUs with State education and human rights agencies. At the close of the fiscal year, two new MOUs had been finalized with the West Virginia and the Pennsylvania Human Relations Commissions, and several other MOUs were actively being negotiated.

Also in FY 1983, regulatory action was taken to broaden State authority to require subrecipients of Federal financial assistance to comply with the civil rights statutes OCR enforces. This was accomplished by building on existing authority under Title VI that requires State agencies to include, in applications for vocational education assistance, "methods of administration" which give reasonable assurance that the State agency and its subrecipients will not discriminate on the basis of race, color, or national origin.

Finally, the Department continued to rely on technical assistance to extend the range of OCR's enforcement program by helping beneficiaries to understand their rights and Federal fund recipients to recognize their responsibilities. The goal of technical assistance is to assist rather than punish. During FY 1983, for example, OCR technical assistance aided institutions in saving nearly $2 million of planned or anticipated expenditures for architectural changes to meet the requirements of Section 504.

VIII. Education and Work

In April 1983, we resubmitted legislation to consolidate and reauthorize the Vocational and Adult Education Acts. During the latter months of FY 1983, the Office of Vocational and Adult Education (OVAE) worked closely with those associations sponsoring alternative legislation in order to identify commonalities and to widen support for our own proposal.

One of the key elements in the effort to strengthen opportunities for education and work during 1983 was the promotion of closer ties with the private sector, primarily the following OVAE task forces:

- The Private Sector Task Force served the others by providing lists of leaders in business and industry willing to volunteer their skills and energies. In addition, it developed a plan for making use of the tens of thousands of Vocational Instructional Program Advisory Committees (including an estimated 350,000 private sector representatives) as instruments for undertaking new public-private joint enterprises. In FY 1984 a national project will be launched to identify successful collaborations of this type, to be followed by a national conference to publicize them for possible adoption in other localities.
- The Task Force on Defense Preparedness and Vocational and Adult Education continued to encourage maximum use of vocational and adult education training programs in providing skilled workers for both military and civilian needs by conducting a seminar with the Department of Defense to present 19 successful projects of this kind. Throughout the year it presented monthly seminars on various topics related to training for defense, open to all concerned public and private-sector persons. Subsequently, it prepared and distributed a national directory of Federal experts to assist in establishing new programs and disseminated comprehensive seminar proceedings, including an annotated bibliography of program and planning materials.
- The Task Force on Entrepreneurship Education developed a departmental policy statement which recognizes entrepreneurship education as an integral part of vocational and adult education and which OVAE's Assistant Secretary and I formalized in September 1983. In support of the Assistant Secretary as chair for the Management Development and Technical Assistance Committee of the Federal Interagency Council on Minority Business Enterprise, the task force planned and held a 3-day national conference on entrepreneurship education for minorities. Finally, in undertaking other staff functions for the Assistant Secretary, the task force has, for example, prepared a paper covering 10 years of departmental and vocational education entrepreneurship initiatives at the Federal level.

IX. Dismantling the Department of Education

Based on feedback from Congress, further consideration of this issue has been temporarily tabled.

X. Passage of Tuition Tax Credits

The following is a brief summary of the Department's activities in support of tuition tax credits during 1983.

Congressional Activities. -- I, along with the Under Secretary and the Deputy Under Secretary for Planning, Budget, and Evaluation, testified before the Senate Finance Committee. The Executive Assistant for Private Education accompanied us. Several offices were represented at a series of markup hearings on S.528: the Office of Planning, Budget, and Evaluation; the Office of Legislation and Public Affairs; the Office of the Under Secretary; and the Office of the General Counsel.

White House Activities. -- The Department provided data and information for the President's speeches on tuition tax credits and for use in White House fact sheets and press releases. Key senior officers attended numerous meetings with White House staff and the Tuition Tax Credit Coalition.

Coalition Activities. -- The Department maintained close communication with the various diverse elements of the Tuition Tax Credit Coalition. Further, the Department held numerous meetings to strengthen the relationship between the White House and the Coalition and to act as a clearinghouse for Coalition activities.

General Activities. -- Key senior officers addressed national and State public and private education organizations and chambers of commerce. The Department responded to numerous inquiries and provided information through telephone conversations and correspondence. All activities were coordinated directly by the Secretary's Office.

XI. Student Financial Aid

The six Federal student financial assistance programs (Pell Grant, Supplemental Educational Opportunity Grant (SEOG), College Work-Study (CW-S), National Direct Student Loan (NDSL), State Student Incentive Grant (SSIG), and Guaranteed Student Loan (GSL)) have come to constitute a major part of the Federal role in education. But while these six programs accounted for approximately $6.718 billion of the Department's total FY 1983 appropriation of $15.422 billion, the Department continued to advocate and adhere to the following principles in its administration of the student financial aid programs:

- the basic character of the role of parents and students in meeting college costs;
- the supplementary character of the Federal and State roles in bridging the gap between family contribution and educational costs;
- the targeting of financial assistance to the neediest students; and
- an emphasis on making financial assistance available through self-help programs.

For example, students from families with adjusted gross incomes above $30,000 applying for financial assistance under the Pell Grant, SEOG, NDSL, CW-S, and GSL must undergo a needs test in order to establish eligibility for Federal financial assistance. The needs test is designed to determine a family's ability to pay for postsecondary education. This will make certain that the Federal government does not supplant the student's and his or her parents' responsibility for meeting educational costs.

The Department continued to target financial assistance to the neediest students to assure access and equal opportunity to attend some form of postsecondary education. One of the major programs designed to achieve this goal is the Pell Grant program. Under the program, eligible students receive grants up to a maximum of $1,800. (Approximately 80 percent of the funds are awarded to students from families with adjusted annual incomes of $12,000 or less.) We project that approximately 2.5 million students will receive awards under the Pell Grant program in the 1983-84 award year.

Needy students eligible for work-study funds can be awarded part-time jobs to assist them in meeting the costs of education. Under the NDSL program, students eligible for loans can borrow up to $3,000 for their first 2 years, $6,000 cumulatively as an undergraduate; under the GSL program, $2,500 annually, $12,500 cumulatively as an undergraduate. GSLs continue to be federally subsidized at 8 percent interest, with no payments required until the student leaves school or graduates.

Delivery system schedules provided to Congress were met in every case and awards were made in a timely fashion.

XII. Special Student Populations

In FY 1983, 4,298,327 handicapped children were served by the States with the support of funds under the Education for All Handicapped Children Act. The Department has taken an active role in developing the States' capacity to achieve the goals of the Act in priority areas such as early childhood, services to deaf-blind children, and services to the severely handicapped. This next year, the capacity building will focus on coordinating existing resources in early childhood and the transition age groups where so many different agencies are involved. The success and potential of these efforts in State capacity building, and the resulting reduction in the need for enforcement confrontations between the Federal and State governments, are well documented in an independent report of the Rand Corporation.

In addition, the Department is enhancing the cooperative links between special education, vocational rehabilitation, and numerous other programs offering services for disabled Americans. The coordinating efforts initiated in FY 1983 will result in the launching of a number of initiatives in FY 1984 to make better use of existing resources and increase the effectiveness and efficiency of existing services within the field.

The Secondary School Recognition Program (SSRP)

In January 1983, as a part of the Department's emphasis on excellence and in an effort to improve the quality of American secondary education, I initiated the Secondary School Recognition Program in cooperation with the Chief State School Officers. The purpose of the program was to identify exemplary public secondary schools (middle schools, junior high, and high schools) that had implemented programs, practices, and policies that research and experience had shown contribute to positive student outcomes. As examples of good practice, these schools will serve to stimulate other schools to engage in improvement efforts.

In June 1983, the Department of Education announced the names of 152 secondary schools to be recognized for their outstanding achievements and progress towards excellence. At a White House ceremony, the schools were awarded a flag symbolizing excellence in education. Followup activities included presentation of a plaque at a local ceremony, preparation of two catalogues (entitled "America Can Do It") describing the recognized schools, and five regional conferences on educational leadership involving the 152 principals, representatives from the private sector, and administrators from interested neighboring school districts.

The Secretary's Discretionary Program

The Discretionary Program supports projects and programs designed to meet the special education needs of educationally deprived children and to improve elementary and secondary education for children consistent with the purposes of the Education Consolidation and Improvement Act of 1981.

In FY 1983, the following were established as funding priorities for this program: (1) expanding parental choice in education, (2) improving teacher quality through incentives, and (3) strengthening local school boards. Thirteen awards were made in these three areas totaling $1.264 million.

In addition to the established funding priorities, unsolicited applications were funded on topics that included followup activities to the National Commission on Excellence in Education, literacy in the school-age population, and training school board members in the area of special education. These 15 awards totaled $1.270 million in FY 1983.

Other initiatives in FY 1983 involved 14 projects supporting new activities concerning the Secondary School Recognition Program, more effective schools, and school violence. The Discretionary Program provided $1.2 million for these programs.

The Secretary's Technology Initiative

Activities in support of the Technology Initiative in FY 1983 fell in these categories: microcomputer applications (research, development, and demonstration), dissemination of technology projects, and educational television program production.

The report of the Pittsburgh research conference on Computers in Education: Realizing the Potential has been widely distributed to State and local education officials, legislators, university researchers, the press, and the general public. The report recommends that the Federal government support a coherent effort to build exploratory prototypes of the intelligent instructional systems that are now possible as a result of new knowledge acquired from research in cognitive science. The report recommendations were included in the planning for the School Technology Center project, which was recently awarded to Harvard University by the National Institute of Education (NIE).

Three comprehensive software assessment studies supported by the Department concluded that the overall quality of educational software in the marketplace today is low, giving credence to the previously unsubstantiated concern of educators that poor quality software inhibits the effective school use of computers. That quality software can be developed, however, has been shown in three software development efforts supported by the Department in the areas of mathematics, reading comprehension, and writing.

School systems and State governments have been assisted in planning for the effective utilization of technology through the capacity building efforts for Project BEST (Basic Education Skills through Technology), SLATE (State Leadership Assistance for Technology in Education), and VIM (Videodiscs

Interactive with Microcomputers). With the awarding of 12 school-based technology demonstration project grants, the Department will be able to study and share information on technology applications in a variety of school settings across the country. The 10 Lighthouse Projects which the National Diffusion Network (NDN) has identified will also provide facilities where educators can observe other educators using technology to meet their special needs. The NDN has also awarded eight new technology developer/demonstration grants, which brings to 19 the number of NDN supported projects using technology in a variety of subject areas.

A number of educational television programs supported by the Department are now being aired. These include a second season of 3-2-1-CONTACT, and SPACES, a new program focusing on career opportunities in science and technology. The Voyage of the Mimi, which illustrates the interactive educational capabilities of videodisc, computer technology, and educational television programming, is under development and will be aired in June 1984.

The Department has also participated in the Small Business Innovation Research Program, which provides funding for small, profitmaking technology firms to assist in meeting the Department's research and development needs. The objectives of the program include stimulating technological innovation in the private sector, strengthening the role of small business in meeting Federal research and development needs, increasing the commercial application of Department-supported research results, and improving the return of investment from federally funded research for economic and social benefits to the Nation.

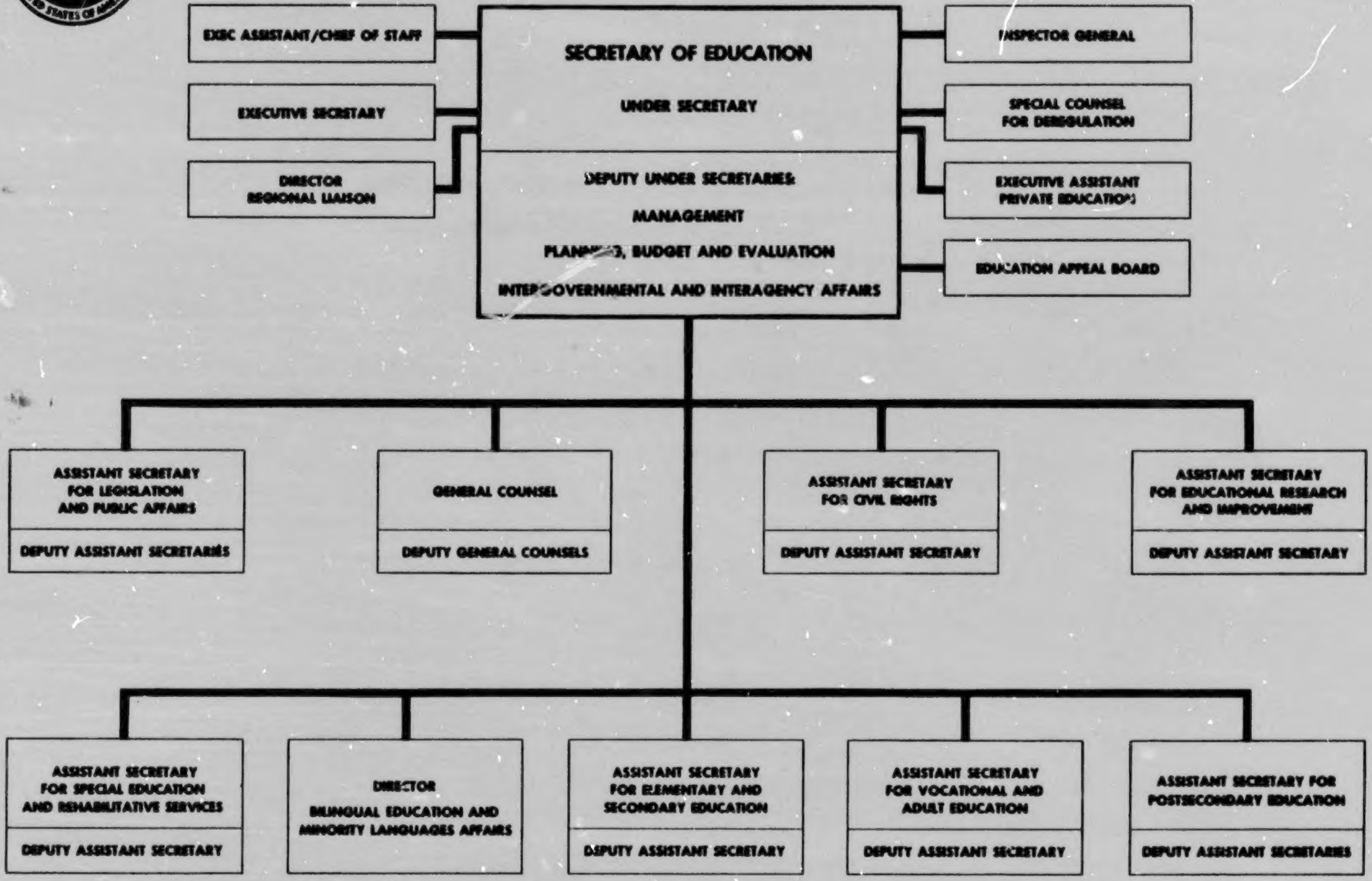
Conclusion

Overall, we made good progress toward our goals in FY 1983. Excellence has been reestablished as a major focus in education, and the stage has been set for possible major improvements in education at the State and local levels.

Our major efforts during FY 1984 will be to build upon this progress and assist and encourage the State and local authorities in bringing about needed change in educational organization, curricula, teacher training and incentives to assure a full measure of excellence and equity for all of our student population.

DEPARTMENT OF EDUCATION

APPROVED: T. H. BELL
DATE: 9-1-81



SECRETARY OF EDUCATION
UNDER SECRETARY
DEPUTY UNDER SECRETARIES:
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PLANNING, BUDGET AND EVALUATION
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SPECIAL COUNSEL FOR DEREGULATION
EXECUTIVE ASSISTANT PRIVATE EDUCATION
EDUCATION APPEAL BOARD
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GENERAL COUNSEL
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ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION
DEPUTY ASSISTANT SECRETARIES

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OFFICE OF THE UNDER SECRETARY

The Under Secretary is the principal policy advisor to the Secretary on all major program and management issues and is responsible for the internal management and daily operations of the Department.

Operations Coordination Staff

This unit analyzes and transmits decision and information memoranda relating to policy, legislative, or regulatory matters coming from senior officers that require action by the Secretary and/or Under Secretary. The Operations Coordination Staff does not make or establish policy.

Issues Analysis Staff

This staff provides the Secretary and the Under Secretary with a diversity of perspectives on current and proposed public and private sector education activities, and identifies emerging trends and concerns with and implications for American education. Through policy papers and other means, the staff assists the Secretary and Under Secretary in development of new and modified government programs and policies. It works closely with and, as needed, draws on the staff and expertise of various offices, particularly the Office of Planning, Budget, and Evaluation, and the Office of Educational Research and Improvement. The Issues Analysis Staff does not make or establish policy.

Executive Secretariat

The Executive Secretariat controls, assigns, drafts, and revises, where necessary, all correspondence for the Secretary and the Under Secretary.

The office also tracks and reports on the progress of internal memoranda, externally mandated obligations (regulations, congressional reports, etc.), and Department-wide assignments. Coordination of all data processing and much of the word processing for the Offices of the Secretary and Under Secretary are the responsibility of this office.

The Executive Secretariat maintains the Secretary's official files and manages the information necessary to brief the Secretary and the Under Secretary as needed for their daily schedules, and to brief the President and the Vice President on educational issues and background as requested.

REGIONAL OFFICES

The mission of the Department's 10 Regional Offices is to help achieve Administration goals within the regions. A Regional Representative of the Secretary directs each Regional Office. Together they comprise the Secretary's Regional Representative (SRR) organization.

The SRR speaks and acts for the Secretary within the region. In addition, the SRR handles congressional relations and implements intergovernmental, interagency, and public participation initiatives planned by the Office of the Under Secretary. The SRR also provides accurate and timely reports to the Secretary and the Director of Regional Liaison.

Several other functions of the Department are administered at the regional level. Although they share office space and, in some cases, administrative functions, they are under the jurisdiction of the respective program assistant secretaries in Washington, D.C. These functions are detailed in the appropriate office division.

The Federal Real Property Assistance Program

Each Regional Office has a Departmental representative of the Federal Real Property Assistance Program which offers Federal surplus real property to State and local governments and to nonprofit public and private schools and colleges.

OFFICE OF THE DEPUTY UNDER SECRETARY FOR MANAGEMENT

The Office of Management (OM) is responsible for the overall direction and administration of the Department of Education's financial management and administrative support functions. OM develops, implements, and provides oversight for policies and procedures relating to personnel administration, human resource allocation, fund control, accounting, financial reporting, grant and contract administration, property administration, records management, organizational structure, management analysis, information processing services, labor management relations, and Equal Employment Opportunity. The Deputy Under Secretary for Management serves as the principal advisor to the Secretary and Under Secretary on all Department administrative matters.

In FY 1983, OM served as the Department of Education's focal point for the implementation of Reform '88, a government-wide program instituted by the President to improve management and administrative systems. Reform '88 is to be implemented in two phases. In Phase I, begun the first quarter of FY 1983, the Department implemented Office of Management and Budget (OMB)-directed cost reduction initiatives. These initiatives will be described in the office-by-office reports that follow, identified by asterisks. In Phase II, the focus will be on developing, installing, and institutionalizing management systems improvements.

The Office of Management is comprised of the Office of the Administrator for Management Services, the Office of the Comptroller, and the staff offices.

Administrator for Management Services

The Administrator for Management Services is responsible for personnel management, administrative resources, management analysis, organizational structure, and training.

Administrative Resources Management Service (ARMS)

Space Management*

In compliance with Executive Order 12411 and Federal Property Management Temporary Regulations D-68 and D-70, the Education Department submitted space reduction and workspace management plans to the Administrator of the General Services Administration (GSA). ED's space reduction plan calls for a reduction of 18.3 percent in utilization rate (square feet per person) in GSA-assigned office space by September 30, 1984, and an overall reduction to 135 square feet per person by the end of FY 1987. ED's workspace management plan shows a planned reduction in total workspace of 15.6 percent by September 30, 1984. This will mean a total space reduction of 27 percent from October 1, 1980, through September 30, 1984. In a presentation to the President's Cabinet Council, ED's plan was cited as the best submitted by any agency because of its realistic, systematic approach.

Records Management

The Department was cited favorably in a General Accounting Office (GAO) report on records disposition activities of the Federal government. The Department was named as the only Federal agency without unscheduled records in Federal Records Centers. The Department's effective records management program resulted in a reduction of 13,000 cubic feet of records storage space at the Washington Federal Records Center, 8,000 cubic feet more than the reduction made in FY 1982.

Other Savings

An analysis of the use of copy equipment and of copying needs resulted in a reduction in the number of copying machines leased by the Department. Subsequent savings to the Department totaled $119,000 in FY 1983. Accurate recordkeeping of Department mail enabled OM to negotiate refunds from the U.S. Postal Service during FY 1983 totaling $674,248 for FY 1982 excess billing.

Management Improvement Services (MIS)

Internal Control*

In FY 1983, OM continued implementing the Department's Internal Control Program. The program, instituted in response to OMB Circular A-123 and the Federal Managers' Financial Integrity Act of 1982, is aimed at reducing fraud, waste, and abuse in government operations.

By the end of December 1982, vulnerability assessments had been conducted throughout the Department on more than 400 Department activities and programs. The purpose of these assessments, the initial phase of the internal review program, was to identify the control systems least capable of providing reasonable safeguards against loss. Control systems thus identified were then scheduled for intensive internal control review.

OM developed and conducted a training program to enable managers to perform internal control reviews and provided technical assistance to managers as they performed the reviews. Through an analysis of the internal control review reports submitted by managers, OM prepared an evaluation of internal control activities. This evaluation became the basis for the Secretary's Letter of Assurance to the President and the Congress as required by the Federal Managers' Financial Integrity Act of 1982.

Controlling Publications and Audiovisual Productions

During FY 1983, requests for 183 publications and 12 audiovisual products were processed. Actions to reduce or cancel such materials were taken in 88 cases, resulting in estimated savings of $1,033,000.

Performance Management System (PMS)

In February 1983, OM proposed the implementation of a Performance Management System (PMS) in the Department, intended to achieve better linkage among Department policy directives, program planning and operations, and the assessment of program and program managers' performance.

The PMS was designed by OM staff in cooperation with staff in the Office of Planning, Budget, and Evaluation and pilot tested under contract. The pilot test involved a cluster of ED programs and initiatives directed at improving teacher performance. Objectives and performance indicators were set for each program involved, data sources were identified, and the feasibility of performance measurement was explored. Results showed the feasibility of clustering programs with common purposes and tracking and measuring achievements in high priority areas. OM is continuing to refine plans for the Department's implementation of PMS.

Suggestion System

A revised directive on the Employee Suggestion System (Idea$ave) was issued in January 1983, and an announcement to all employees at about the same time began a new effort to solicit employees' ideas for cost savings and management improvements. Under the Idea$ave program, ED employees whose suggestions are adopted receive a cash award, based on the amount of savings expected, and a certificate signed and presented by the Deputy Under Secretary for Management. During FY 1983, Department employees submitted 22 suggestions. Four of these were implemented, resulting in five awards to employees (one suggestion involved two awards). In addition, five suggestions from employees of other departments were received and evaluated.

Studies

OM conducts management studies on various topics at the request of Department managers. The purpose of these studies is to provide information and analyses to assist top management decision-making. Major studies conducted during FY 1983 included: an analysis of the Department's regional administrative support services; a report on the efforts of other agencies to meet requirements for providing reasonable accommodations for visually and hearing-impaired employees; and indepth evaluations of reorganizations within two major components of the Department.

Personnel Resource Management Service (PRMS)

Ceiling Management*

In May 1982, The Human Resources and Analysis Review Task Force was established to study the Department's workload and staff allocations. The Task Force produced a report containing recommendations for position allocations for each Principal Operating Component (POC). These recommendations were a major factor in planning for full-time-equivalent (FTE) allocations for FY 1983 and 1984. Subsequently, a planning group was created to analyze options for implementing Department FTE decisions. The planning group found that the Department could not reach its workload-generated FTE solely by relying on attrition within certain POCs. The group also found that management reassignments could not avoid the necessity of reductions-in-force in those POC's substantially over their FTE allocation.

Thus, as a result of the workload analysis coupled with decisions on FTE allocations, a reduction-in-force was conducted in the Office of the Secretary's Regional Representatives, the Office of Elementary and Secondary Education, and the Office of Vocational and Adult Education.

A primary goal of the Department was to place as many as possible of the personnel scheduled for separation in other Education Department components with legitimate staffing needs. As a result, of the 122 employees scheduled for separation, 101 were placed in positions within the Department, 3 resigned, 9 declined job offers, and 9 failed to apply for available positions. The Department's placement effort resulted in a saving of $1,197,164, based upon the difference between the cost of severance benefits had the 101 employees been separated and the cost of retaining these employees at their current rate of pay.

PAY/PERS

On May 29, 1983, OM completed its conversion of the payroll system from the Department of Health and Human Services to the Department of the Interior's PAY/PERS system. This modern, integrated personnel and payroll system enables the Department to improve position accounting and control, allows for daily updates of staff levels and salary expenditures, and minimizes the potential for fraud and abuse.

Position Management System

During FY 1983, OM developed a position management system for the Department. The position management system provides a systematic approach to organizing and distributing work to fulfill mission needs. Automated support to the system will be provided through the PAY/PERS position accounting function. Implementation of the system was begun in FY 1983 and will continue throughout FY 1984. The new system will provide management with more control and authority in designing tables of organization, tying staffing needs to organizational objectives, managing FTE usage, and in making adjustments to position structure. When fully implemented, the position management system will produce substantial long term savings for the Department through more efficient and effective organizational structures and properly graded positions.

Horace Mann Learning Center (HMLC)

Activities in FY 1983 emphasized comprehensive analyses and needs assessments in planning training programs for FY 1984. An extensive study of managerial attitudes toward office operations resulted in a design for supervisory training that would enable supervisors to identify staff development needs of clerical employees. An assessment of training requirements for future technology applications in the Department was conducted in collaboration with the Information Resource Management Service. The immediate result of this assessment was a plan for Department-wide computer literacy training. Finally, the most thorough Department-wide training needs assessment ever attempted was conducted. This needs assessment identified job related performance improvement needs in each Principal Operating Component and formed the basis for the Department's FY 1984 training plan and budget.

In FY 1983, the number of ED employees receiving training and career counseling increased by approximately 12 percent over FY 1982. The increase was achieved while there was a reduction in the training budget from the FY 1982 level. This lowered per unit cost was achieved by anticipating the needs for programs, serving larger numbers of employees in single courses, and increasing the use of internal staff to conduct training.

Office of the Comptroller

The Office of the Comptroller is responsible for grant and procurement management, financial management, information resources management, and the salaries and expenses budget.

Assistance Management and Procurement Service (AMPS)

Procurement Reforms*

In FY 1983, OM designed and implemented a cross-training program to develop staff specialists trained in both grants and contracts. This was the first program of its type in the Department. It involved both formal and on-the-job training over periods of up to 18 months. In addition to addressing the immediate need to reduce the shortage of contracts personnel, the program will result in a workforce flexible enough to meet even the most unusual fluctuations in grant and contract work in the coming months and years.

In FY 1983, OM improved its procedures for scheduling grants and contracts. OM improved its scheduling reports and statistical displays so that schedule slippages are more clearly identified and communicated to senior managers. In addition, a wider distribution of information related to scheduling and a heightened level of awareness of the importance of scheduling on the part of senior managers have improved the effectiveness and impact of scheduling information. In fact, objectives for meeting award schedules are included in employees' performance agreements for FY 1984 where applicable.

In comparison to FY 1982, OM improved the distribution of discretionary grant awards among the quarters and reduced the proportion of awards made in the last half of the year from 94 percent to 74 percent. With regard to procurements, award distribution among the quarters improved and the proportion of awards made in the last half of the year was reduced from 69 percent to 56 percent.

Grant and Procurement Activity

The following is reported in accordance with Section 426(b) of the Department of Education Organization Act. In FY 1983, the Department completed 3,426 procurement award actions totaling $183,484,673. These figures include small purchase actions (see table 1). An estimated 3,669 non-Federal personnel were employed under contracts. The Department completed 8,114 discretionary grant award actions during FY 1983 totaling $747,619,967. These figures do not include FY 1983 funds being held under a Federal District Court Order as a result of litigation between the Department and the Chicago Public Schools. All or a portion of these funds may be awarded during FY 1984, depending on action by the Court.

Table 1

FY 1983 PROCUREMENTS

	Number of Procurements	Cost
ED Contract Actions (less NIE)	531	$143,872,445
Small Purchases (less NIE)	2,635	7,445,502
NIE Contract Actions*	136	31,873,582
NIE Small Purchases	124	293,144
TOTAL	3,426	$183,484,673

*The National Institute of Education (NIE) has a separate contracting authority.

Credit Management Improvement Staff (CMI)

Audit Resolution*

The Department made significant progress during FY 1983 in the management of its audit resolution responsibilities. At the beginning of FY 1983, the Department had 163 unresolved audits over 6 months old. By March 1983, the number of unresolved audits over 6 months old was reduced to zero. As of September 30, 1983, the number of unresolved audits remained at zero.

As part of the ongoing effort to strengthen the Department's audit resolution program, OM issued a Departmental Audit Resolution System Directive in June 1983, and provided 2 1/2 days of comprehensive audit resolution training to 72 of the Department's employees with audit resolution responsibilities.

Improving Student Financial Aid Delivery

During FY 1983, the Department made significant strides toward redesigning the delivery system for Federal student financial assistance. The redesign effort is directed at making improvements in information management, financial management, funds disbursement, debt management, and communication among system users. System users include State Guarantee Agencies, State loan agencies, lending institutions, postsecondary education institutions, proprietary schools, and the Federal government.

Two major activities were completed by OM. First, OM, in concert with the Office of Postsecondary Education and the Office of Planning, Budget, and Evaluation, conducted a needs assessment with the student aid community through public hearings held in Chicago, San Francisco, Dallas, and Atlanta. Second, OM performed an objective analysis of 33 potential alternative proposals for delivery system improvements. An integrated system model was developed and is now being analyzed. During FY 1984, OM will complete the analysis of the system model, continue discussions with system users, and develop standards and detailed specifications for the system. Implementation of an approved delivery system for student financial aid is scheduled to begin in FY 1986.

Computer Match -- The Salary Offset Project

During FY 1982, with the assistance of other Federal agencies, the Department conducted a computer match of 10 million Federal employee records against the Department's student loan files. This computer-match project identified 46,860 current and retired Federal employees who are in default on student loans valued at nearly $68 million.

In early FY 1983, the Department sent initial contact letters to these individuals. By August 1983, the Department had received payments in excess of $3.4 million on 8,417 of these accounts. A total of 1,965 accounts have been paid in full.

The Department has proceeded to implement salary offsets against those borrowers who did not respond to the ED contact letter. On August 17, 1983, the Department sponsored a government-wide meeting which gave Federal agencies detailed information on the implementation of salary offset procedures. Proposed regulations for implementing the salary offset procedures will be published in early FY 1984.

Reporting Student Loan Delinquencies to Credit Bureaus

The Debt Collection Act of 1982 (P.L. 97-365) and OMB Bulletin 83-21 enabled the Department to report delinquent student loan borrowers to credit bureaus. During FY 1983, the Department initiated negotiations with several major credit bureaus regarding procedures for reporting delinquent student loan borrowers.

Agreements will be completed with these agencies by December 15, 1983. In addition, the Department let a contract to develop software to automate the reporting process. By the end of FY 1983, the software was developed and submitted to one of the credit bureaus for testing. Finally, in preparation for the implementation of the reporting process, approximately 160,000 "notices of intent" were mailed to delinquent borrowers informing them of the impending action to report delinquent borrowers to credit bureaus and of their due process protections.

Financial Management Services (FMS)

Cash Management*

In FY 1983, ED converted more than 300 of the largest grant recipients, receiving about $6 billion annually, from a paper-based letter-of-credit system to an electronic funds transfer system. The new system provides greater control over cash advances made to recipients. In addition, the Department, along with other agencies, is participating in a State/Federal cash management pilot project. The project is designed in part to limit interest losses by delaying Federal cash from going to States' banks until recipient checks are estimated to have cleared. However, some States have constitutional or statutory provisions that require cash to be in the State's account at the time a check is issued. In those States, the project will provide for interest earnings to the Federal government for the period prior to the time the cash is needed to redeem payments. Together with other Department cash management initiatives undertaken during FY 1983, ED reduced interest costs to the Federal government by approximately $4,774,000.

Unliquidated Obligations*

In FY 1983, the Department conducted a review of dormant transactions in prior year accounts. The purpose of this review was to identify transactions that were unlikely to be expended and thus could be deobligated. Through this process, OM identified and deobligated approximately $297.5 million in unliquidated obligation balances.

Education Department Payments System (EDPMTS)

EDPMTS is an automated, on-line system which is intended to permit the timely and accurate maintenance of the Department's account balances. The system is a single source of payments for letter-of-credit, direct pay, and monthly cash advance recipients. In contrast to the previous system, EDPMTS is designed to account for cash advances against specific grants and has improved capability to monitor these advances. In addition, the system provides for automated transmittal and reconciliation with the Treasury of data for direct payment transactions.

Improving Administrative Payments

During FY 1983, the Department entered into an interagency agreement with the U.S. Department of Agriculture (USDA) to process payments for selected ED administrative vouchers and invoices at USDA's highly automated National Finance Center in New Orleans. The use of USDA's automated system will result in lower administrative costs to ED and more efficient services to the Department. Additionally, the use of an existing system eliminated the costs of developing a new system and is consistent with the Reform '88 objective of developing compatible management systems within the Federal government.

Information Resource Management Service (IRMS)

Paperwork Reduction*

Efforts under the paperwork reduction initiative resulted in reduction of the reporting burden on the public of 1.16 million hours from the 1982 adjusted base of 7.3 million hours. This exceeded the Department's goal of .28 million burden hours of reporting. Also, the average amount of time required to clear data collection requests was reduced from 35 to 27 days.

Improving Computer Support Operations

OM awarded a contract to replace the Department's host computer facility. OM estimates that savings of about $6 million will result over the 3-year life of the contract. In addition, OM upgraded the capacity of one of its minicomputers. This new mini-computer allowed OM to consolidate the Department's minicomputer workload onto one machine and thus reduce the number of minicomputers from three to one at an estimated saving of $100,000 over 3 years.

Office Automation Initiative

A contract for the purchase and installation of 300 word processing units throughout the Department was awarded in FY 1983. Installation in each Principal Operating Component will be completed by the middle of FY 1984. One major benefit of this initiative will be the establishment of an electronic mail network among the major components of the Department.

Office of Management Staff Offices

Office of Small and Disadvantaged Business Utilization (OSDBU)

During FY 1983, the Department took steps to improve its program for assisting small and disadvantaged firms in securing Federal contracts. In addition to the development of policy materials and improved operating procedures, steps were taken to integrate the process of establishing goals for awarding contracts to small and disadvantaged firms with the annual procurement scheduling activity. The integration of these planning activities should ensure maximum participation in the future by each Department organizational element and result in a more significant level of contract support for small and disadvantaged firms.

Collective Bargaining Unit (CBU)

First National Collective Bargaining Agreement

During FY 1983, the Department concluded negotiation of the first Cabinet-level National Contract in the Federal sector. The agreement was negotiated with representatives of the National Council of Education Locals Number 252 of the American Federation of Government Employees. The agreement was signed April 26, 1983, and became effective for 3 years from May 23, 1983.

The agreement contains a number of provisions new to the Federal sector and which represent a move toward a more cooperative relationship between labor and management. The agreement provides for the protection of employee rights but avoids the delays normally associated with bargaining in the Federal sector. Among the most significant provisions are: (1) special procedures to facilitate interaction between Union and Management, including regularly scheduled Union-Management meetings called "forums" at national and local levels; and (2) the selection of a National Umpire to resolve grievances and negotiation disputes. Other provisions deal with personnel policies and practices, working conditions, including a Department-wide Flexitime Program, and problem-resolution procedures.

Equal Employment Opportunity (EEO)

The Equal Employment Opportunity program provides planning and direction for the Department's diverse Affirmative EEO Plan, and administrative recourse to employees and applicants who believe they have been discriminated against because of race, color, religion, national origin, age, handicapping condition, or sex (or have been subjected to sexual harassment).

Each discrimination allegation presented against the Department constitutes potential processing costs of $20,000 - $40,000. As a result of the emphasis placed upon achieving informal adjustments during FY 1982, a significant increase in the number of resolved complaints occurred in FY 1983.

Task Force on Grant Administration Deregulation

Improving Grant Administration Requirements

In FY 1983, the Department began a thorough review of the Education Department General Administrative Regulations (EDGAR) governing both direct and State-administered grant awards. The purpose of this review was to reduce regulatory burdens on grantees and to effect cost savings by eliminating unnecessarily complex, rigid rules. In addition to announcing this review through a Notice of Intent (NOI) published in the Federal Register, Department officials have been in direct contact with State and local education officials, professional organizations, and community representatives to increase the public's awareness of this effort and to promote the public's involvement in it. Based on the comments received during the review period announced under the NOI, Department officials will determine what new or revised rules will need to be promulgated as a Notice of Proposed Rulemaking during FY 1984.

Conclusion

In addition to effecting cost reductions and implementing management systems improvements under Reform '88, OM has begun an examination of internal policies, practices, and procedures to ensure that they are minimally burdensome yet maintain sufficient controls.

Toward this end, OM has delegated some administrative responsibilities to other POCs which previously have been reserved to OM and is testing the feasibility of delegating others. For example, in FY 1983 OM delegated authority for approving purchases under $150 and travel from OM staff to administrative control staffs in other POCs. Also in FY 1983, OM delegated to the Office of Postsecondary Education (OPE) the authority to administer grant management functions over its nonstudent financial assistance programs. In FY 1984, OM will be implementing an initiative that will place greater responsibility and authority for fund control within each major operating component. OM will evaluate the results of these experiments and will continue to seek additional opportunities to improve administrative operations.

Other Major Activities Planned for FY 1984

Implementation of PPSSCC Recommendations

Late in FY 1983, the Department received the draft report of the Department of Education Task Force to the President's Private Sector Survey on Cost Control (PPSSCC). The draft report contains 60 recommendations for management improvements and administrative cost reductions in the Department. Many of the PPSSCC recommendations are being addressed by initiatives underway or planned as part of Reform '88 and the OM management improvement agenda. The Department is currently awaiting the transmittal of the final PPSSCC report and expects that the implementation of many of the final recommendations will be a top priority in FY 1984.

Due Diligence

In FY 1983, the Department undertook a comprehensive review of its due diligence regulations under the Guaranteed Student Loan Program as they apply to State Guarantee Agencies and the lenders they insure, with an eye toward issuing tighter regulations on these requirements. The Department expects to publish final regulations on due diligence in the Federal Register in FY 1984.

Litigation

The Credit Management Improvement Staff, in cooperation with the Office of Postsecondary Education, OPBE, OMB, and the Justice Department, has developed legislation that will allow Justice to retain private attorneys to litigate against borrowers with defaulted student loans after due diligence efforts have been exhausted. The use of private attorneys will be a cost-effective approach to reducing a large backlog of uncollected loans already referred to Justice as well as avoiding future backlogs of cases.

OMB Circular A-76

OMB Circular A-76 requires every agency to implement procedures for determining whether commercial activities should be performed by agency employees or under contract. During FY 1984, the Department will complete the required inventory of commercial activities performed inhouse and will schedule reviews of all activities identified in the inventory.

OPM Surveys

The Office of Personnel Management (OPM) conducted position management and position classification surveys of the National Institute of Education, the Office of Management, the Office of Intergovernmental and Interagency Affairs, and the Office of Planning, Budget, and Evaluation. One hundred and ninety-seven positions were audited and 148 of these, or 75 percent, were found to be overgraded. An additional 135 positions similar to the positions reviewed by OPM in these organizations may be overgraded. Classification errors will be corrected in FY 1984 through downgradings and reorganizations. Because of the saved-grade and saved-pay provisions of the Civil Service Reform Act, there will be no immediate cost savings from any resulting corrective actions; however, over the long term, the estimated savings will be $2 million per annum. Under OPM mandate, the Office of Management will conduct classification reviews of 50 percent of all other ED positions in FY 1984 and the remaining 50 percent in FY 1985.

OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET, AND EVALUATION

The Deputy Under Secretary for Planning, Budget, and Evaluation (OPBE) is the principal advisor to the Secretary for developing, formulating, and managing the Department's program budget system, including its presentation; coordinating and monitoring the Secretary's Policy Analysis Agenda; conducting program evaluations, technical and policy analysis, and long-range planning for the Department; and directing and assisting in the formulation of legislative proposals involving other offices as appropriate.

OPBE has two primary units. The Budget Service is responsible for the development, formulation, and presentation of Administration proposals for the Department's budget and related actions. The Planning and Evaluation Service is responsible for strategic planning, development of the Policy Analysis Agenda, conducting technical policy and data analyses, and conducting and managing evaluations.

OPBE works directly with individual program staffs in the formulation of Federal education policies and budgets for the more than 100 Department programs. It develops the strategy and framework for the agency's policy, which is expressed in the budget, legislative proposals, regulations, and program operations.

OPBE uses the results of research, policy and data analysis, short and long term planning, evaluations, and inhouse studies in its review of proposed legislation, regulations, and subregulatory policy that affect new policies, program plans, and the budget.

FY 1983 Activities

OPBE had the lead responsibility within the Department for the development of the specifications for the Administration's FY 1983 legislative proposals in such areas as math and science, education vouchers, education savings accounts, higher education, debt collection, vocational and adult education, bilingual education, impact aid, and rehabilitation services. The Office prepared the FY 1983 Department budget and worked with OMB and the Congress on numerous budget actions throughout the year.

As part of the Secretary's followup to the National Commission on Excellence in Education report, OPBE surveyed the 50 largest school systems to discover the activities underway or planned which emphasize excellence and quality. OPBE also provided background and briefing materials for the Secretary and Under Secretary for each of the regional forums and has continued this activity by assisting in the planning of the national forum.

OPBE has automated a tracking and projection system for budget outlays. The Office has also implemented an automated process for transmitting technical budget schedules to OMB. These systems will help meet OMB and Congressional requirements for estimating the impact on outlays of budget and legislative proposals, OMB requirements for quarterly outlay reports, and development of budgets for OMB reviews.

As part of OPBE's strategic planning process, Education Outlook, 1983-86 was prepared. It is an extensive analysis of demographic, economic, and labor data. These data were used to assess the performance of the Nation's education system and provided the basis for an understanding of the Federal role in education, including the development of education policies and programs. Extensive consultation with the heads of all the Department's principal operating components was conducted during the development of the planning process.

In conjunction with strategic long term planning, OPBE also developed the Department's Policy Analysis Agenda. The Agenda is a compendium of planning studies, evaluations, policy analyses, and analytic activities conducted throughout the Department in FY 1983. Preparation of the Agenda involved extensive discussions between OPBE staff and other departmental personnel concerned with relevant ongoing activities. Each Assistant Secretary met with the Deputy Under Secretary for Planning, Budget, and Evaluation to review the Department's priorities for information and to identify specific studies and analyses which they felt were needed.

OPBE began preparation of the FY 1983 Annual Evaluation Report with the cooperation and assistance of all of the Department's program and staff offices. For FY 1983 the report's format was changed to meet the congressional mandate for the report in the General Education Provisions Act. The report will describe each of the Department's programs under section headings such as highlights, purpose, legislative authority, funding, applicant requirements, duration of awards, program goals and objectives, progress and accomplishments, plans for program improvement, and recommendations for legislation. The report will be delivered to Congress early in 1984.

In addition, the Office coordinated special projects such as the Department's collaboration with the White House on the national distribution of a comic book on drug abuse for fourth graders in the public schools and the Department's involvement with the teacher incentive issue.

OFFICE OF THE DEPUTY UNDER SECRETARY FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

The Deputy Under Secretary for Intergovernmental and Interagency Affairs provides leadership for the Department in its relations with State and local governments and with other Federal agencies.

Established in FY 1981, the Office of the Deputy Under Secretary:

- provides staff services for the Intergovernmental Advisory Council on Education and the Federal Interagency Committee on Education;
- serves as principal liaison with other Federal agencies, State and local governments, organizations, and education associations;
- administers the Department's advisory committees;
- advises on international affairs as they relate to intergovernmental and interagency education issues;
- directs and supports the Education Appeal Board;
- directs and supports the Civil Rights Reviewing Authority;
- participates in developing initiatives related to Secretarial and Administration priorities.

Intergovernmental Affairs Staff

The Intergovernmental Affairs Staff is the Department's major link with national, State, local education, and general governance organizations. During FY 1983, the staff conducted briefings and participated in numerous national and State conferences to discuss current and future education policies. It informed education organizations, the Secretary's Regional Representatives, and State and local governance units about proposed regulations and guidelines.

Intergovernmental Affairs has been the Department's lead office in the development of policy for implementing Executive Order 12372: "Intergovernmental Review of Federal Programs." In FY 1983, IA staff coordinated Department-wide activities, including a review of all program regulations, and worked with the Office of Management and Budget to resolve intergovernmental and interagency policy questions.

The Intergovernmental Affairs Staff organized invitation lists for the Department for various regional and national meetings convened to discuss the report of the National Commission on Excellence in Education.

Intergovernmental Advisory Council on Education

The Intergovernmental Advisory Council on Education (IACE), established under Section 213 of the Department of Education Organization Act, provides assistance and recommendations to the President and the Secretary regarding the effect of Federal education policies on States and local school districts. The Council provides a forum for representatives of Federal, State, and local governments, as well as public and private schools and colleges, to discuss education policy, and makes recommendations to improve the administration and operation of Federal education and education-related programs.

The IACE met four times during FY 1983 — November 18-19 in Washington, D.C.; February 4 in San Francisco, California; June 24 in Cincinnati, Ohio; and on September 1 in Washington, D.C. The Council also held a series of public hearings across the country to gather testimony on three topics -- the Federal role in education, tuition tax credits, and the impact of block grant programs. Hearings were held in San Francisco, Atlanta, Denver, Boston, and Cincinnati. A report on the finding of the hearings will be submitted to the President, the Secretary of Education, and the Congress.

Federal Interagency Committee on Education

The Federal Interagency Committee on Education (FICE) is a committee of senior policymaking officials representing 12 Federal departments and agencies appointed by the President and chaired by the Secretary of Education.

During FY 1983, FICE initiated the Federal Employee Literacy Training (FELT) program, a major component of the adult literacy initiative announced by the President. The FELT program provides a cadre of Federal employee literacy volunteers; locates space for literacy tutoring; operates a program to address the problems of functionally illiterate Federal workers; and provides help and advice to public and private literacy organizations seeking financial assistance from the various Federal agencies.

In FY 1983, FICE began conducting surveys to identify all federally supported activities for vocational education, rural education, education technology, special/disadvantaged/handicapped education, student financial assistance, and international and territorial education. The results of these surveys will be available during FY 1984.

International Affairs

The International Affairs Staff coordinates the Department's participation in international activities with the U.S. Department of State and other Federal agencies; the United Nations Educational, Scientific, and Cultural Organization (UNESCO); the Organization for Economic Cooperation and Development (OECD); the Organization of American States (OAS); and other United Nations organizations and commissions.

During FY 1983, the staff engaged in the following activities:

o The staff Director, who was the U.S. representative to the Council of the International Bureau of Education, participated in the Twenty-third Session of the Council in January 1983. At this session the Council planned the Fortieth Session of the International Conference on Education to be held in Geneva in 1986;

o Held briefings and provided position papers on the UNESCO Draft Medium Term Plan (1984-89) for the U.S. Delegation to the Fourth Extraordinary Session of the UNESCO General Conference (Paris, November 1982) and on the UNESCO Draft Program and Budget (1984-85) for the 116th and 117th Sessions of the UNESCO Executive Board;

o Held briefings and provided position papers for the U.S. Delegates to the Third Session of the UNESCO Intergovernmental Committee on Physical Education and Sport, and for the Twenty-second Session of the UNESCO General Conference to be held in November 1983;

o Provided assistance and liaison services for other ED offices regarding the International Symposium on Physical Education and Sport Programs for the Physically and Mentally Handicapped sponsored by ED in cooperation with UNESCO (Washington, D.C., November 1982).

o Helped prepare position papers for two meetings of the OECD's Education Committee and for two meetings of the Governing Board of OECD's Center for Educational Research and Innovation (CERI). The OECD Education Committee added two activities to its 1984 Program of Work: the first will focus on the Secretary of Education's priority on the quality of education; the second will examine the problems faced by education systems in those member countries with largely federal structures.

- Provided assistance and liaison services for ED officials and others participating in other OECD meetings, including meetings of the Advisory Group for the CERI project on Education of the Handicapped Adolescent.

- Coordinated the preparation of various U.S. reports on and responses to questionnaires requested by international governmental organizations.

Education Appeal Board

On May 3, 1983, the U.S. Supreme Court issued its decision in Bell v. New Jersey affirming the authority of the Department, the Secretary, and the Education Appeal Board to seek recovery of financial audit exceptions. This decision removed an aura of uncertainty regarding Board authority.

End-of-FY 1983 statistics include the following: appeals currently before the Board, 19, involving $51,248,774; cases settled or awaiting formal confirmation of settlement, 16, involving $1,286,440 initially sought for recovery by the Government; cases dismissed on the motion of the Education Department, 2, involving $55,129; cases decided, 2, sustaining $140,900 in government claims.

Committee Management

By "committee" is meant any one of the 17 public advisory committees and councils, and 6 boards and commissions administered by the Department. These committees are one means by which public concern and the expertise of members can contribute to Department policies.

The functions and structure of the committees are established by statute or by the Secretary of Education. Advisory committee operations are governed by the Federal Advisory Committee Act, the General Education Provisions Act, and the Department's Committee Management Regulation. Operations of the other committees are governed by various statutes, including the Government in the Sunshine Act.

The President appoints the members of 11 committees; the Secretary appoints the members of the remaining 12. During FY 1983, the Secretary made 60 appointments and approved the charters of 13 committees.

The Department was responsible for 22 advisory committees at the beginning of FY 1983. During the year, six terminated and one was established. (See Appendix.)

Civil Rights Reviewing Authority

The Civil Rights Reviewing Authority was transferred in February 1983 from the Office of Management to the Office of the Deputy Under Secretary for Intergovernmental and Interagency Affairs. The Authority is the Department's appellate forum for administrative litigation involving the enforcement of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. In addition, the Authority coordinates the hearings conducted under these statutes.

Five cases initiated by the Assistant Secretary for Civil Rights were pending before Federal administrative law judges, whose decisions are subject to appeal to the Authority. Seven cases requiring Authority action remained on its docket.

Student Liaison Officer

The Student Liaison Officer (SLO) is a college student selected to serve for a 6-month term as the Department's link with the Nation's postsecondary students.

During FY 1983, the SLO maintained contact with national student organizations and associations, developed a newsletter disseminated to organizations and to student government leaders at postsecondary institutions, spoke to meetings of student organizations upon request, and assisted students in obtaining information about Department programs and initiatives.

The SLO expanded the range of organizations and associations with whom contact was maintained. Consequently, the number of applicants for the next SLO position was more than double the number received the preceding year.

The SLO also participated in intra-agency and interagency committees such as the work group on adult literacy, the Interagency Committee on International Youth Year, and the FICE Subcommittee on Postsecondary Education.

Executive Order 12372

The Deputy Under Secretary for Intergovernmental and Interagency Affairs during FY 1983 coordinated implementation activities in the Department regarding Executive Order 12372: "Intergovernmental Review of Federal Programs." The Deputy Under Secretary organized and chaired the Department's Working Task Group on E.O. 12372 and coordinated the development of the

Department's final regulation on the Order published in the Federal Register, June 23, 1983. Cooperatively with the Office of Management, Office of General Counsel, Horace Mann Learning Center, and other senior officers, orientation and briefing sessions on the Order and its implementation in the Department were held for selected employees to prepare for the effective date of September 30, 1983.

The Department also participated in agency-wide hearings on E.O. 12372, which were held in Washington, D.C., Atlanta, Chicago, San Francisco, Denver, and Boston. The Department used these opportunities to orient regional personnel to the Order.

During FY 1984, the Deputy Under Secretary for Intergovernmental and Interagency Affairs will represent the Department on all external contacts regarding E.O. 12372, including those with States, other Federal agencies, and the Office of Management and Budget.

Public Participation and Special Concerns

The Public Participation and Special Concerns Staffs oversee and supervise activities and programs of the following units: Consumer Affairs, Asian Pacific American Concerns, Black Concerns, Hispanic Concerns, and Women's Concerns. Further, the staffs establish and maintain liaisons and linkages with various education groups and publics. During FY 1983, the staffs directed and supervised intensive and systematic outreach efforts to maintain the participation of these groups and publics and identified new ones not previously served in order to expand outreach efforts for the Department through activities reflected in individual reports by OIIA units.

Consumer Affairs Staff

The Consumer Affairs Staff (CAS) has three primary functions: (1) the coordination and implementation of Executive Order 12160: "Providing for Enhancement and Coordination of Federal Consumer Programs"; (2) oversight responsibility for certain sections of P.L. 96-88 calling for the encouragement of parents, students, and citizens to learn about the Department, and the coordination of their involvement in Department programs, where required by law; and (3) the conduct of a general program of liaison activities with education, professional, parent, business, and public interest organizations interested in education.

During FY 1983, the Consumer Affairs Staff continued its efforts to keep constituents aware of Administration policy initiatives by providing public documents and reports of special interest through its mailing system and special briefings. A study of the status of Department regulations related to legislatively mandated parent involvement requirements in Department programs was completed.

The CAS assisted the Special Assistant to the President for Consumer Affairs in the conduct of National Consumers' Week, the Constituent Resource Exposition, and by supporting the Consumer Resource Handbook. Plans for FY 1984 include a report to the Secretary on the status of parent involvement in Department programs; strengthening the Department's Consumer Coordinators Council; continuation of E.O. 12160 — consumer affairs activities, and development of private sector liaison activities. In addition, continued support will be given to programs of the U.S. Office of Consumer Affairs.

Asian Pacific American Concerns Staff

The Asian Pacific American Concerns Staff (APACS) serves as the Department's official liaison to Asian Pacific Americans in the United States and Territories. In this capacity, APACS during FY 1983 completed the following major activities:

- Established and chaired the Territorial Coordination Task Force, consisting of Department-wide representatives, to coordinate and maximize the impact of ED technical assistance to the Territories;
- During April 1983, worked with the Office of Bilingual Education and Minority Languages Affairs, the National Bilingual Education Advisory Council, and the National Association for Asian Pacific American Education to conduct the APA bilingual education hearings held in Chicago.

The APACS has continued to review and analyze ED regulations and to disseminate information on ED policies and services in order to promote the Secretary's priorities of equal educational opportunity and educational excellence.

Black Concerns Staff

The Black Concerns Staff (BCS) during FY 1983 completed the following major activities:

- Initiated the evaluation of the First Report on the White House Initiative on Historically Black Colleges and Universities (HBCU's). The report disseminates information regarding 27 Federal agencies' participation under Executive Order 12320, "Assistance to Historically Black Colleges and Universities," administered by the Secretary of Education;

- o Coordinated the Department-wide observance of the Martin Luther King, Jr., Birthday Commemoration and Black History Month special events;

- o Summarized and initiated distribution of information on emerging education issues, including:

    - Parent Volunteers in Teenage Alcohol and Drug Abuse Prevention in 500 Schools (assisted the Department of Health and Human Services);

    - Contemporary Multicultural Experiences in the School and the Work Place;

    - Educational Services for Haitian and Cuban Adult Newcomers (Region IV Data);

    - Informal updates regarding colleges and universities offering credit toward degrees for Black Studies majors.

- o Conducted special liaison with California State College (Fullerton) and Fayetteville State University (North Carolina) to develop special studies on the participation rate of minorities in continuing education, with emphasis upon marketing data analysis;

- o Conducted a seminar and orientation of private sector representatives emphasizing private sector initiatives.

External liaison activities were sustained through active participation in several national conferences: Association for the Study of Afro-American Life and History, National Alliance of Black School Educators, National Association of Bilingual Education, American Association of School Administrators (Committee on Minority Affairs), and the National Association for the Advancement of Colored People.

In support of the President's Initiative on Historically Black Colleges and Universities, meetings were held with Region IV officials regarding the Pilot Project at Spelman College (Atlanta), Miles College (Birmingham), and Allen University (Columbia, South Carolina).

In support of the Secretary's goal to initiate cost-saving mechanisms and cut back management, the BCS increased the distribution of education materials. Responses to requests for education-related materials and information by students and adults increased twofold. The BCS developed and utilized intern/volunteer programs.

Hispanic Concerns Staff

The Hispanic Concerns Staff (HCS) focused on the following activities during FY 1983:

- The Director participated in the following national conferences: National Association of Bilingual Educators; National Image, Inc.; and the American G.I. Forum;
- Participated in selecting the National Scholar of the Year for the National Hispanic Scholarship Fund;
- Coordinated a six-agency effort to commemorate National Hispanic Heritage Week, and brought approximately 200 students, teachers, and parents to the opening ceremonies, at which Frank Chang Diaz, the Hispanic astronaut, was the keynote speaker;
- Assisted the Title III, Developing Institutions Program, by locating potential field readers among Hispanics and suggested regional sites for technical assistance workshops to assist Hispanic institutions.

Women's Concerns Staff

The Women's Concerns Staff (WCS) focused on the following activities during FY 1983:

- Held a 2-day celebration of National Women's History Week on the theme: "Education of Women -- Challenge and Change." The keynote address during the first session was entitled, "Expanding Career Options for Women in Mathematics and Science." During the second session, a panel of women in leadership positions in the Department spoke on the topic, "Women in Leadership and Educational Excellence." The third session was devoted to films which addressed Women's Achievements and Experiences and Opportunities in Vocational and Technical Education;
- Developed a lobby display on the National Women's History Week theme.

OFFICE OF THE INSPECTOR GENERAL

The Inspector General's responsibilities are derived from the Inspector General Act of 1978. These responsibilities involve: (1) conducting and supervising audits and investigations of programs and operations; (2) providing leadership, coordination, and policy recommendations intended to promote economy, efficiency, and effectiveness in the administration of Department programs and operations, as well as preventing and detecting fraud and abuse; (3) keeping the Secretary and the Congress fully informed about problems and deficiencies in Department activities, and the need for and progress of actions to correct such deficiencies, and (4) reviewing proposed and existing legislation and regulations to protect and enhance the integrity and effectiveness of the Department's programs and operations.

Audit Activities

The Office of the Inspector General (OIG) issued or processed a total of 4,215 reports on ED operations, grantees, and contractors. These reports recommended disallowance of costs totaling $24 million and questioned additional costs of $38.6 million.

In audit reports resolved during FY 1983, program managers sustained $62.8 million in costs questioned or recommended for disallowance. Of this amount, program officials have decided to seek recovery of $37.6 million. Costs recovered on closed audits totaled $19.5 million. Concerted efforts on the part of the Secretary, program officials, and the OIG have enabled the Department to successfully resolve all audits more than 6 months old. This record has been maintained for a full year. It is a significant accomplishment in view of the fact that the number of old audits as of September 30, 1981, totaled 1,804, involving questioned or disallowed costs of $17.4 million.

Investigations

OIG initiated 484 investigations and completed 289. A total of 250 cases were referred to U.S. Attorneys, and 188 were accepted for prosecution. OIG referrals this year combined with prior referrals resulted in 188 indictments and 121 convictions in FY 1983.

The OIG continued -- in cooperation with the Immigration and Naturalization Service and the Criminal Division of the Department of Justice -- to identify, investigate, and prosecute aliens who fraudulently receive student aid. Since the initiation of this project, OIG has had a total of 209 indictments returned against aliens. These individuals had fraudulently obtained nearly $1 million in student financial aid, more than half of which came from the Guaranteed Student Loan program.

Prevention Activities

The OIG continued to participate in a number of interagency projects and committees initiated by the President's Council on Integrity and Efficiency (PCIE), which was established to coordinate a government-wide attack on fraud, waste, and mismanagement. Some of the OIG's activities in support of the Council's high priority on the prevention of waste and fraud are directly related to recommended changes in legislation or regulations; others are related to existing conditions that could lead to fraud, waste, and mismanagement in the Department's programs and operations. Specific examples of these activities are discussed below.

The OIG actively involved the loan guarantee agencies in the prevention and detection of fraud and abuse in the Guaranteed Student Loan program by assisting them in developing a basic screening process for all such loan applications. The screening process uses two Department of Health and Human Services' computer programs to identify invalid or unissued social security numbers, pulling out suspect applications before the loan is approved and requiring additional verification prior to any disbursement.

During FY 1983, the OIG specified the formal requirements of the "management implication report," to be filed whenever an investigation uncovers a significant program deficiency or incident of mismanagement. The report must describe the underlying condition or systemic weakness that the investigation identifies as the source of the problem and provide recommendations for corrective measures.

Controlling Waste and Fraud

A computer matching project identified a total of 46,860 current and retired Federal employees who had defaulted on student loans valued at almost $68 million. Followup and collection action to ensure maximum recovery of delinquent debts were initiated by the Department. (Current Federal employees not responding to mailed notices within 60 days may be subject to withholding of up to 15 percent of their wages through administrative salary offset until the defaulted balances are paid in full. The Debt Collection Act also gives the Department of Education authority to report loan defaulters to national credit bureaus.)

The third in a series of Inspector General Integrity Guides was issued, addressing fraud in Student Financial Assistance programs and providing case examples of fraudulent practices. It was distributed to ED program personnel and to postsecondary institutions participating in Student Financial Assistance programs. As a direct result of this Guide, the OIG received 11 allegations of irregularity for assessment by investigative staff.

FY 1984 Goals and Objectives

OIG will continue to focus on management improvement and the prevention and reduction of fraud, waste, and abuse. The emphasis in audit activity will shift from individual recipients of ED funds toward nationwide reviews of ED programs, ensuring the proper use of these funds by bringing a broad, national perspective to the identification of problems and the recommendation of improvements.

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Office of Elementary and Secondary Education (OESE), which in FY 1983 administered 25 separate programs with a budget of $4.1 billion, is one of the Department's largest and most diverse units.

OESE provided financial assistance to State and local education agencies (SEAs and LEAs) to help maintain and improve preschool, elementary, and secondary education in both public and private schools in a partnership which promotes equal educational opportunities and educational excellence for all children.

Compensatory Education Programs Serve the Disadvantaged

Chapter 1, Education Consolidation and Improvement Act of 1981

The Title I programs in the Elementary and Secondary Education Act of 1965 were superseded by Chapter 1 beginning in FY 1983. OESE awarded grants for $2.7 billion to local education agencies and provided services to approximately 5 million educationally deprived children. Approximately 6 percent of these children were in preschool and kindergarten, 70 percent in grades 1-6, and 24 percent in grades 7-12.

Under the programs for neglected or delinquent children, $33 million was awarded to the State education agencies responsible for providing education for children in State-operated institutions. Approximately 47,000 children in over 600 institutions received compensatory education services.

Migrant Education

In FY 1983, grants for almost $249 million were distributed to 49 States, the District of Columbia, and Puerto Rico for the Chapter 1 Migrant Program. Services were provided to 593,042 students from the families of migratory workers at 21,954 school sites and other local institutions. In addition, $5 million was used to support the Migrant Student Record Transfer System (MSRTS). Seven States received 13 grants, totaling $2.1 million for the Interstate/Intrastate Coordination Program which assists State education agencies in establishing or improving projects to meet the special educational needs of migrant children.

Funds were also awarded for the two migrant education programs authorized under Title IV-A of the Higher Education Act: $6.3 million for the High School Equivalency Program (HEP), and $1.2 million for the College Assistance Migrant Program (CAMP). HEP provides services to enable students to acquire a General Education Diploma, vocational training and placement, or preparation for entrance into the military. HEP served 2,785 students through 20 grantees. Under CAMP, funds are awarded to institutions of higher education to provide services needed by undergraduate students to make a successful transition from secondary to postsecondary education. CAMP awards went to five grantees for services to 535 students. Two-thirds of the HEP participants in 1979 earned high school equivalency certificates. About 90 percent of the CAMP students completed the first year of college.

Follow Through

With the $18.8 million available in FY 1983, the Follow Through Program helped 69 school districts provide instructional and related services to 30,000 students, assisted sponsoring institutions in implementing innovative approaches to early childhood education, and supported demonstration and dissemination efforts by funding resource centers. An additional $600,000 was transferred to the National Institute of Education for research activities.

Indian Education

The Indian Education Act of 1972 addresses the special educational and culturally related academic needs of Indian children and adults. The Act:

- supports supplementary educational services;
- promotes quality services through program models, curriculum materials, and teacher training; and
- promotes self-determination by helping Indian citizens shape and control their own educational programs.

Part A of the Act is the largest component of the Indian Education Programs (IEPs). OESE provided over $44 million for the entitlement program, making awards to 1,044 public school districts and 39 tribal schools that served an estimated 304,000 students. An additional $4.4 million addressed the needs of some 7,500 students in 35 Indian-controlled schools. Part B of the Indian Education Act allows Indian tribes and organizations to target funds where the need is greatest. It also encourages the development of innovative teaching methods and materials that will benefit potentially large numbers of Indian children and increase the number of Indians in the professions. For this program, OESE provided $12.3 million. OESE made 67 awards for demonstration projects, services to Indian students, and educational personnel training to serve an estimated 7,000 students. Fellowship awards went to about 180 graduate and undergraduate Indian students who were working toward selected professional degrees. OESE also awarded contracts to five regional resource and evaluation centers to assist local education agencies and other IEP grantees in needs assessment, program design, and program evaluation.

Part C addresses the educational needs of Indian adults by increasing access to basic and secondary education and uses Indian culture to improve the quality of the programs. For this, OESE provided $3.6 million. Thirty-three awards were made for demonstration and service projects for approximately 10,400 participating adults.

Special Programs

Block Grants for Improving School Programs

To give State and local education agencies more flexibility in using Federal funds, the Administration proposed and the Congress enacted Public Law 97-35--the Education Consolidation and Improvement Act (ECIA) of 1981.

Chapter 2 of the ECIA consolidated 28 funded elementary and secondary programs into a single block grant to the States and targeted assistance for three general purposes:

- Basic Skills improvement
- Educational improvement and support services
- Special projects

State education agencies administer the block grant. Funds are allotted according to school-age population. SEAs are permitted to retain up to 20 percent of their allotment for their own use and must distribute at least 80 percent to local education agencies. This distribution is based on relative total public and nonpublic enrollments within LEAs, adjusted to provide higher per-pupil allocations to those LEAs having the greatest number and percentages of children whose education costs are higher than average.

In FY 1983, a total of $445,860,800 was distributed to 50 States, Puerto Rico, and the District of Columbia. Children attending private, nonprofit schools in Missouri and Nebraska received services through cooperative agreements because the States' constitutions prohibit SEAs and LEAs from providing services to these children.

Most frequently, States use economic need as a criterion for identifying children whose education imposes a higher than average cost. Included in this category are students who qualify for Chapter 1 benefits, students from families receiving aid for dependent children (AFDC) or free or reduced price lunches, and other disadvantaged students in local school districts.

States may use their reserved funds to administer the program, strengthen management capability, and provide direct services to LEAs. Included in the latter is support of curriculum specialists in various disciplines.

Secretary's Discretionary Fund

The Secretary's Discretionary Fund, also a part of Chapter 2, supports four OESE programs:

Inexpensive Book Distribution Program. -- The Department renewed its contract with Reading Is Fundamental, Inc., at a cost of $5.85 million, to continue a nationwide program that gives books to disadvantaged children and encourages them to read. The funds in FY 1983 paid for 7.4 million books, which were distributed to 2.2 million children in all 50 States. The program received help--volunteers and money--from the private sector, with more than 100,000 volunteers participating in FY 1983.

Arts in Education Program. -- This program stimulates the integration of the arts into the education system by bringing together school and community art resources. Awards totaling $2,025,000 in FY 1983 were granted to the National Committee on Arts for the Handicapped and the John F. Kennedy Center for the Performing Arts.

Alcohol and Drug Abuse Education Program. -- This program's regional Training and Resource (T&R) Centers assisted SEAs and LEAs in developing intensive 1-week residential training programs and followup technical assistance for interdisciplinary teams from 137 secondary schools. In addition, 475 school teams received training and technical assistance.

With $2.8 million in FY 1983, more than 260,000 young people and 8,400 education personnel benefited from training in alcohol and drug abuse prevention, and studying problems such as truancy, school violence, dropouts, and runaways. Five regional T&R centers, a National Data Base, and a Program Support Project made up the national training system. This program was included in the President's Federal Strategy for Prevention of Drug Abuse and Drug Trafficking in FY 1983.

Law-Related Education. -- In FY 1983, $1 million was available to support 14 new Law-Related Education projects. The emphasis was on supporting programs at the elementary and secondary school levels through the development and implementation of model projects designed to institutionalize law-related education.

Project activities may include technical assistance to help agencies identify and coordinate financial and programmatic support from public and private organizations in the community; planning and implementation of training such as seminars for educators and law-related personnel -- e.g., law enforcement officials; and other services necessary to plan, manage, coordinate, and strengthen programs to institutionalize law-related education in the classroom.

Educational Support Programs

Impact Aid

The Impact Aid Program assisted local education agencies serving 337,000 category "A" children who resided on and whose parents worked on Federal property or were in the uniformed services, and 1,684,000 category "B" children who resided on or whose parents worked on Federal property or were in the uniformed services. In FY 1983, $450 million was distributed directly to local education agencies for the education of these children.

During FY 1983, Impact Aid funds also assisted 104 school districts in 9 States and the Virgin Islands in restoring disaster damaged facilities. In addition, 23 projects handled emergency repairs for federally owned school buildings. Funds were also obligated for five new school construction projects. Funds were granted for two new, and increased for six ongoing, school construction projects for children who live on Indian lands. A total of $20 million was committed for these projects.

The Jobs Bill provided an additional $60 million for school construction projects. There were 19 projects for emergency construction repairs, and 2 new school construction projects for children who live on Indian lands.

Two other education support programs, Ellender Fellowships and General Assistance to the Virgin Islands, provided $1,500,000 and $1,920,000, respectively, for special populations.

Equal Education Opportunity Programs

Title IV, Civil Rights Act of 1964

Title IV programs assisted public schools in their efforts to solve educational problems related to desegregation on the basis of race, sex, and national origin. In FY 1983, $24 million was available for awards to 34 State education agencies and 17 regional desegregation assistance centers (DACs) to assist in race desegregation; and to 44 SEAs and 12 DACs for national origin desegregation assistance. School districts receive this help in either training or technical assistance, by requesting it from their SEA or the regional DAC designated to serve their State.

Women's Educational Equity Act Program

The Women's Educational Equity Act (WEEA) Program provided $5.76 million in FY 1983 to support model projects in five priority areas: (1) Title IX compliance; (2) educational equity for racial and ethnic minority women; (3) equity for disabled women; (4) projects to eliminate persistent barriers to educational equity for women; and (5) other authorized activities.

The WEEA Publishing Center, funded under contract, publishes and disseminates the products of WEEA grants.

Enhancing Quality

OESE continued to support the development, recognition, and promotion of exemplary education practices. A number of OESE-funded projects were submitted in FY 1983 to the Department's Joint Dissemination Review Panel (JDRP) and were found to be exemplary. Eleven LEA projects and 3 migrant education projects became a part of the National Diffusion Network.

An initiative to improve the quality of Chapter 1 projects got under way during this year. Grants totaling over $1 million were awarded to approximately 21 States whose Chapter 1 staffs have developed effective projects suitable for dissemination.

Evaluation

In FY 1983, an amount of $4.7 million was appropriated for evaluation and studies, including funds for the Technical Assistance Centers. These funds are administered by the Office of Planning, Budget, and Evaluation (OPBE).

Easing the Burden of Regulations

In keeping with the Administration's efforts to reduce the Federal rules and paperwork requirements on State and local education agencies and other institutions receiving Federal assistance, OESE reviewed numerous program regulations in FY 1983.

Final regulations for two major OESE programs were published in FY 1983. These were: Chapter 1, ECIA, Grants to Local Education Agencies To Meet the Special Educational Needs of Disadvantaged Children; and Chapter 2, ECIA, Consolidation of Programs for Elementary and Secondary Education (Block Grants). Chapter 1 regulations reduced regulatory burden while increasing State and local flexibility in designing and implementing the program. Chapter 2 eliminated many Federal requirements and left distribution of funds to the discretion of the State, complying with the Administration's goal of burden and paperwork reduction.

In addition, to be responsive to the desires of State and local officials for guidance in carrying out their increased responsibilities, the Department issued nonregulatory guidance documents for Chapters 1 and 2. These contained the Department of Education's interpretation of statutory and regulatory requirements and, where possible, identified alternative approaches to meet these requirements.

Final regulations were also published for financial assistance to State education agencies to improve the Interstate and Intrastate Migrant Education Program as well as the Indian Fellowship Program.

Proposed regulations for the Chapter 1 State agency programs for migratory children, handicapped children in State schools, and neglected or delinquent children in State institutions were published in December 1982. Final regulations will be published in FY 1984.

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

The Office of Special Education and Rehabilitative Services (OSERS) assists in the education of handicapped children and the rehabilitation of disabled adults and conducts research to improve the lives of the handicapped, regardless of their age.

The Office of External Affairs

The Office acts as principal liaison for OSERS to parent groups, consumer groups, and advocates and provides advice to OSERS' components on consumer affairs. The Office also provides general direction and support to the Office of Information and Resources for the Handicapped.

The Office of Information and Resources for the Handicapped (OIRH)

The OIRH administers grants to institutions for the training of interpreters for the deaf and administers information services provided through the National Clearinghouse on the Handicapped.

During FY 1983 OIRH funded 10 noncompeting continuation grants for training interpreters for the deaf and for upgrading the skills of interpreters already trained.

The National Clearinghouse on the Handicapped provided expertise on information systems and Federal programs to OSERS units and distributed more than 10,000 publications in response to 4,500 public inquiries. The Clearinghouse also published the bimonthly Programs for the Handicapped on Federal activities affecting handicapped individuals.

The National Council on the Handicapped (NCH)

The Council reviews and evaluates Federal policies, programs, and activities concerning the handicapped and establishes general policies for the National Institute on Handicapped Research (NIHR). The Council assists in the development of funding priorities for NIHR; helps develop a plan for coordination of special education and vocational rehabilitation; and develops a system for evaluating all Federal disability programs. The Council submitted its Annual Report to Congress in March 1983.

OFFICE OF SPECIAL EDUCATION PROGRAMS

Programs administered by the Office of Special Education Programs (SEP) are authorized by the Education of the Handicapped Act, as amended, and Chapter 1 of the Education Consolidation and Improvement Act. These laws are designed to enhance educational opportunities for the Nation's handicapped children and youth.

Congressional appropriations for the education of the handicapped have grown from about $1 million for personnel training in 1958 to more than $1.3 billion for 14 programs in 1983. The greatest changes over that period of time have occurred since 1976 as an outcome of State efforts to implement the provisions of P.L. 94-142, the Education for All Handicapped Children Act. In FY 1983 more than 4.2 million handicapped children were counted as receiving special education and related services under the three formula grant programs administered by SEP. Under these programs--Handicapped State Grants, Preschool Incentive Grants, and Chapter 1 ECIA--a total of $1,189,420,000 was provided to States for support of services to handicapped children.

Administrative support tasks performed by SEP in FY 1983 for these programs included review and approval of State plans, monitoring, complaint management, technical assistance, and policy review. Monitoring activities continued to focus on ensuring and strengthening State capacity to monitor local education agencies and public and private agencies. Technical assistance activities focused on five areas: assessment of handicapped youth; development of special services for adjudicated and incarcerated youth; State agency supervision of other agencies; application of technological developments; and preparation of personnel.

Program Highlights

Beginning in FY 1982 and continuing in FY 1983, SEP teams conducted 36 monitoring visits to State education agencies and found that more than half the States had deficiencies in their monitoring of the least restrictive environment (LRE) and one-third showed discrepancies with respect to the procedural safeguards requirement, mainly in the area of due process. As a result, changes were made in State statutes, and State and local education agencies revised their procedures to eliminate the deficiencies.

The State Plan review and approval process constituted a major task for SEP from March to the end of the fiscal year. Technical assistance was provided to some States in revising areas of the Plan for consistency with the Education of the Handicapped Act--Part B.

Apart from the formula grants programs, SEP administers 10 programs which support a wide range of activities through discretionary grants and contracts. Programs are carried out in five major areas: training, research, demonstration, information and technical assistance, and captioned films.

For FY 1983, $49,300,000 was awarded to more than 800 institutions to train special educators, regular classroom teachers, administrators, parents, and others to provide special education and related services to handicapped children in a variety of settings. More than 60,000 persons are trained annually through this program.

Research activities totaling $12 million in FY 1983 focused on the following areas: technology in special education, assessment instruments and systems, school-based research, services to handicapped children of secondary-school age, and the role of parents and the family in special education. In addition, two research institutes were funded to support long term programmatic research into special education needs of minority handicapped children. A total of 110 research projects were funded in FY 1983.

Demonstration, technical assistance, and service projects were supported under four programs: Deaf-Blind Centers; Severely Handicapped Projects; Early Childhood Education; and the Regional Vocational, Postsecondary, and Adult program. A total of $37,872,000 supported 210 projects, with priority emphases on improving services to handicapped infants and preschool children, and to older handicapped students who are leaving school-age programs and entering postsecondary, work, or other community settings.

A total of $5,330,000 supported three programs -- Recruitment and Information, Regional Resource Centers, and Special Studies -- aimed at providing information and technical assistance to teachers, administrators, government officials, and others involved in delivery of services to handicapped children and youth.

Finally, Media Services and Captioned Films, which provides for educational technology and captioning for films and TV, was supported at a level of $12 million in FY 1983.

REHABILITATION SERVICES ADMINISTRATION

The Rehabilitation Services Administration (RSA) oversees programs which assist physically or mentally handicapped individuals to obtain employment through counseling, medical and psychological services, job training, and individualized services. RSA also administers training grant programs to prepare professional staff to work in the field of rehabilitation; direct service grant programs to enrich the lives of handicapped individuals and develop increased opportunities for employment; and programs which enable severely handicapped persons to live more independently in the family and community.

The largest program makes grants to State vocational rehabilitation (VR) agencies to support vocational rehabilitation services for handicapped persons, giving priority to the severely handicapped. RSA provides 80 percent --$943,900,000 in FY 1983 -- of the funding for these State programs.

Program Highlights

In FY 1983, approximately 940,000 persons were served in the State-Federal vocational rehabilitation program. Of these persons, 216,000 were successfully rehabilitated.

The Helen Keller National Center for Deaf Blind Youths and Adults demonstrates the value of specialized services, training, research, and public education to rehabilitate persons who are both deaf and blind. In FY 1983, the Center was funded at a level of $3.5 million and continued to serve more than 825 blind persons nationwide, significantly expanding training programs for deaf-blind persons.

The Rehabilitation Services Administration supports seven discretionary grant programs designed to assist the severely disabled in their vocational and independent living rehabilitation efforts and to ensure an adequate supply of skilled rehabilitation personnel.

- The Special Projects and Demonstrations Program expands and improves rehabilitation services for severely disabled individuals. In FY 1983, nine projects were continued at a cost of $1,305,105; 29 new projects totaling $3,355,281 were initiated. The categories of disability addressed by these projects included the following: arthritis, blindness, cerebral palsy, deafness, deaf/blind, learning disabled, mental illness, mental retardation, multiple sclerosis, and multiple disabilities. Seventeen other projects were continued in FY 1983 in the category of spinal cord injury at a cost of $4,598,614.
- Migratory Worker Projects support State rehabilitation agencies in the provision of vocational rehabilitation services to handicapped migratory and seasonal farm workers. Due to the high mobility of the client population, service delivery cannot always be provided in the traditional manner, and nontraditional methods have been developed and demonstrated by this program as a matter of necessity. In FY 1983, approximately 2,000 people were served by 9 projects funded at $951,000.
- Service Grants to Indian Tribes help tribes develop the capacity to meet rehabilitation needs of disabled Indians. In FY 1983, a $650,000 grant was made to the Navajo Tribe to support a vocational rehabilitation service program for disabled persons living on the Navajo Reservation.

- Client Assistance Projects provide ombudsmen who work directly with clients and State vocational rehabilitation officials. In FY 1983, 24 grants were made to serve approximately 5,000 persons at a cost of $1,734,000.

- Recreational Services Grants provide recreational programs for handicapped persons and construct demonstration facilities for making these activities fully accessible to handicapped people. In FY 1983, 27 projects were funded for a total of $2 million.

- Projects With Industry provide handicapped persons with training and experience in realistic work settings to prepare them for competitive employment. In FY 1983, $5 million available under the Jobs Bill supported 37 new projects with major industrial corporations for the placement of severely disabled persons into competitive employment. The regular FY 1983 appropriation of $8 million continued 64 other projects. The program placed an estimated 12,000 disabled persons into competitive employment in FY 1983.

- The Centers for Independent Living program provides a combination of services which enable severely disabled persons to live more independently within the family and community or, when appropriate, to seek and maintain employment. The FY 1983 appropriation of $19.4 million was used to support in whole or in part 156 Centers for Independent Living nationwide. The Centers serve an estimated 26,000 persons annually.

- Rehabilitation Training Grants ensure that skilled professionals are available to provide vocational rehabilitation services to severely handicapped people. In FY 1983, $19.2 million supported 315 projects to train, among others, medical specialists, mobility instructors for blind persons, rehabilitation counselors, facility administrators, vocational evaluators, interpreters for deaf persons, and job development and placement specialists. Overall, the program trained over 4,150 professionals in FY 1983.

NATIONAL INSTITUTE OF HANDICAPPED RESEARCH

The National Institute of Handicapped Research (NIHR) provides leadership and support for a comprehensive research program focused upon the rehabilitation of handicapped individuals.

Planning for Rehabilitation

NIHR is mandated to develop and implement a long-range plan for rehabilitation research with the participation of Federal and private sector organizations. In June 1983 a conference of experts in rehabilitation was convened to review planning proposals. The participants -- 17 percent of them disabled -- came from 29 States. The updated long-range plan resulting from this conference will be submitted to Congress in FY 1984.

Coordination and Cooperation

One of the most important new mandates of the 1978 legislative amendments was the establishment of an Interagency Committee on Handicapped Research (ICHR), which is responsible for promoting coordination and cooperation among 33 Federal agencies identified as conducting rehabilitation research. Twenty of these agencies are represented on the Committee. The director of NIHR is the chairman of the ICHR. Significant accomplishments of the ICHR in FY 1983 were as follows:

- A mission statement was prepared and accepted by the Committee.
- Working subcommittees were either brought into being or under active consideration in the areas of deafness and hearing impairment, international activities, rehabilitation of handicapped children, vocational rehabilitation, rehabilitation technology, visual impairment, mental retardation and developmental disabilities, rehabilitation of aged handicapped individuals, disablement data, mental illness, and medical rehabilitation.
- An interagency agreement between NIHR and the President's Committee on Employment of the Handicapped (PCEH) created a computer file on worksite accommodation for use by business and industry throughout the United States.
- An information collection, storage, and retrieval system of Federal rehabilitation research projects was established by the ICHR as a tool to increase coordination of rehabilitation research and improve guidance concerning future goals and trends of rehabilitation research throughout the government.

Program Operations

During FY 1983, the total NIHR program budget was $31,560,000. These funds were used for: (1) Research and Training Centers, $15,162,684; (2) Rehabilitation Engineering Centers, $7,496,916; (3) Research and Demonstration Projects, $3,976,594; (4) Research Utilization and Dissemination Projects, $2,789,548; and (5) $634,258 for other support and special activities. The program budget includes a $1.5 million supplemental appropriation to establish two research and training centers -- one for pediatrics rehabilitation research and one for handicapped natives of the Pacific Basin. The supplemental appropriation is available until expended, and the two awards will be made in FY 1984.

Research and Training Centers

During FY 1983, the Research and Training Center Program funded research at 31 sites, each responsible for about 10 research projects in the broad fields of medical, psychosocial, and vocational aspects of the rehabilitation of handicapped individuals. Specific projects address mental retardation, attitudinal barriers, independent living, the elderly, mental illness, deafness and hearing impairment, blindness and low vision, arthritis, pulmonary and neuromuscular disease, brain trauma, and spinal cord injury.

Nationwide, approximately 8,500 working professionals received training in the fields of vocational rehabilitation counseling, physical and occupational therapy, speech and hearing, social work, psychology, physical medicine, and nursing.

Five examples highlight recent research activity:

- Researchers at the Tufts-New England Medical Center in Boston are implementing an information management system in pediatric trauma that will allow participating institutions to manage the collection and use of relevant data on an estimated 1,000 children annually.
- The Pennsylvania College of Optometry in Philadelphia developed and refined a comprehensive computerized file of information on low vision as a basis for enhanced research and improved service delivery practices.
- A Boston University project which examined the vocational capabilities of individuals with psychiatric disabilities provided results which were put to use by the Social Security

Administration and Congress in their current efforts to revise procedures for determining eligibility for Supplementary Security Income and Social Security Disability Income benefits.

- The Research and Training Center (RTC) at the University of Wisconsin-Stout conducted studies aimed at improving knowledge and provision of services by community rehabilitation facilities.

- A study published by the University of Wisconsin's RTC, a national survey called "Manpower Needs In Rehabilitation Facilities: 1980-1990," indicates that a substantial demand will be placed on existing training programs to meet the 1985 call for new personnel and an increasing need for personnel in 1990.

Rehabilitation Engineering Centers

During FY 1983, NIHR funded 18 Rehabilitation Engineering Centers (RECs) in the United States and abroad. Each center has about 10 projects directed to engineering applications in the fields of blindness, design and manufacture of wheelchairs, functional electrical stimulation, transportation, functional capacity, evaluation of devices, low back pain, prosthetics and orthotics, worksite modification, hearing aids, and communication devices for individuals who are nonvocal. Nationally and internationally, the RECs trained approximately 2,000 professionals working in the fields of rehabilitation engineering, physical and occupational therapy, speech and hearing, psychology, social work, and orthopedic and physical medicine.

Two examples highlight recent research results:

- The University of Tennessee REC, a consumer-oriented research and development center working to meet the immediate needs of deaf and hearing-impaired people, demonstrated that manufacturers and users alike can benefit from the objective evaluation of products.

- The "stowaway," a lightweight, compact wheelchair, was designed at the University of Virginia for use on commercial airlines in response to the "Access to the Skies Program" of Rehabilitation International USA -- a partnership effort between the air carriers and the airplane manufacturers which has made much progress in the accommodation of passengers with physical disabilities.

Research and Demonstration Program

The Institute investigates problems of vocational rehabilitation and other specific needs of handicapped persons. The NIHR funded 25 Research and Demonstration (R&D) projects in FY 1983. Ongoing research activities included: the development of a burn rehabilitation model through study of the recovery history of severely burned patients; a project to assist families of disabled children in the development of coping and management skills through the application of problem solving strategies to family treatment plans; the formation of intervention strategies for handicapped and at-risk newborns while the babies are in the intensive care nurseries; and devising research strategies to assess the frequency and distribution of various disabilities among Black Americans by age group and geographic location.

Research Utilization and Dissemination Program

Eleven Research Utilization and Dissemination projects were funded during FY 1983. Accomplishments included: (1) development of a network staffed by citizen volunteers in rural communities, (2) provision by NIHR of a special Caribbean Basin Initiative (CBI) grant, and (3) support by IBM of the President's CBI program -- enabling the Partners Appropriate Technology for the Handicapped (PATH) committees and Partners of the Americas to orient and train staff of Rehabilitation Resource Centers now established in most regions of the Caribbean Basin.

Fellowship Program

FY 1983 marked the initial year for the Mary E. Switzer Fellowship Program, culminating in 17 awards. The Fellowship Program had two major purposes: (1) to interest and encourage young investigators, including those in advanced stages of research training, and (2) as a midcareer award, to support the pursuit of new problems, redirecting a research concern, or to summarize and consolidate gains in rehabilitation research.

International Programs

The international rehabilitation research program within NIHR includes: the interchange of experts; the exchange of information; training and technical assistance; and international research and demonstration projects. In FY 1983, the program was broadened to include bilateral cooperative agreements. Along with international activities conducted with directly appropriated funds, NIHR administers a grant program funded under P.L. 83-480, Special Foreign Currency Programs. Four countries are still active in this program -- Burma, Guinea, India, and Pakistan.

NIHR continued its active support of the interchange of experts program, providing international research fellowships to 25 scientists and other experts from a number of countries. A new thrust in the area of bilateral agreements between NIHR and ministries responsible for rehabilitation programs within other countries has resulted in agreements with India and with Egypt to provide technical assistance and advisory services in the development of a national plan of action in each country.

Special Activities

On a basis of issue papers and consequent discussions, four state-of-the-art conferences resulted in monographs on personal licensed vehicles and automated adaptive equipment for severely handicapped individuals; the rehabilitation needs of Hispanic persons; the special rehabilitation needs of the learning disabled adult; and parents' roles in the rehabilitation of handicapped children. Each is intended to serve the needs of parents, teachers, vocational rehabilitation counselors, consumers, and researchers as well as the advocacy and professional organizations active in these areas.

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) administers programs designed to improve the English-language skills of persons of limited-English proficiency, to enable them to participate effectively in classrooms where English is the sole language of instruction, and to enable them to pursue occupations in environments where English is the language normally used. These objectives are met through the award of discretionary grants and contracts to State and local governments, institutions of higher education, and other eligible recipients to assist them in developing their capacity and resources to provide special instructional services to persons defined as eligible under the authorizing statutes.

Program Operations

OBEMLA administers bilingual education programs and activities authorized under the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA), as amended. The Office awards discretionary grants to local education agencies for capacity-building and demonstration projects, to institutions of higher education, and to other eligible recipients for training activities and other support services, as well as contracts for research, evaluation, and dissemination activities.

OBEMLA assists refugee children with funds appropriated under the Refugee Act of 1980, as amended. It also administers funds made available under the Refugee Education Assistance Act, as amended, to assist in the education of Cuban and Haitian entrant children. Funds for this program are distributed by formula grants, based on numbers of refugee children enrolled in schools in each State.

Bilingual vocational programs are authorized under the Vocational Education Act, as amended. These programs provide students with occupational training and job-related English-language skills and support the training of bilingual vocational instructors and the development of curriculum materials.

In FY 1983, a total of $134 million was awarded under the Title VII programs. The major portion of this amount--$84 million--went to support capacity-building bilingual education projects in 555 local education agencies at $76 million and 55 demonstrations at $8.5 million. Approximately $2.4 million was awarded to local education agencies for desegregation activities to meet the needs of language minority students. In support of these projects, OBEMLA also awarded $21.5 million for the professional development of instructional staff and staff personnel, and for parental training; $12.5 million for research, evaluation, dissemination, and development of curriculum materials; $10 million for 16 multifunctional resource centers; and $3.9 million for SEA technical assistance. Remaining grants and contracts under Title VII were awarded for direct or indirect support of local education agency activities.

OBEMLA awarded $16.6 million to State education agencies to assist refugee children under the Refugee Act of 1980, as amended, and $5 million to assist Cuban and Haitian entrants.

OBEMLA awarded approximately $3.7 million in advance-funded FY 1982 funds for bilingual vocational training, bilingual vocational instructor training, and bilingual vocational instructional materials development projects which became operational in the 1983-84 school year.

Accomplishments

During FY 1983, seven activities were significant in OBEMLA's operations.

Proposed Amendments

On March 15, 1983, the Department of Education transmitted to the Congress a bill entitled the "Bilingual Education Improvements Act of 1983," to amend the Bilingual Education Act (Title VII, ESEA) and to improve services to children of limited-English proficiency. The intent of the proposed legislation is to establish a broader range of instructional approaches eligible for support to include approaches that do not require instruction in a child's native language, and to give local education agencies increased flexibility in designing effective programs for limited-English-proficient children.

The bill would strengthen the capacity-building emphasis of the current statute by establishing new limitations and criteria for Federal assistance. It would also target assistance on projects serving limited-English-proficient children whose usual language is not English and who have the greatest immediate need for assistance.

By broadening the range of eligible activities and revising the current formula to make more funds available, the bill would strengthen the role of State education agencies in improving bilingual education programs in their States.

The bill would also add to the current statutory authority funding for vocational projects for out-of-school youth and adults of limited-English proficiency. These projects are presently authorized under the Vocational Education Act, but administered by OBEMLA under the Bilingual Education appropriation. The proposed change would make the statutory authority consistent with current administrative and budgetary arrangements.

The House Committee on Education and Labor held hearings on the bill in June. The bill was still under its consideration at the close of the first session of the 98th Congress.

Improving Program Effectiveness

OBEMLA consolidated three types of support service projects with overlapping service areas into a single network of multifunctional resource centers serving the entire Nation. The new network of 16 centers received $10 million in FY 1983 to provide inservice training and technical assistance to improve program management, evaluation, and materials development in local and State education agencies.

The Bilingual Education Fellowship Program Credit Management System, implemented in FY 1982, continued to track 450 Title VII fellowship recipients to determine compliance with the work/pay-back legislative requirement.

Extending Services to Language Groups and LEAs

OBEMLA funded approximately 250 new and 305 continuing bilingual education basic projects. Sixty-five of the new projects were at local education agencies that had never been served. The program also funded projects in several States which had not received any Title VII funding prior to FY 1983 or within the past 3 years. These States were North Dakota with seven projects, Mississippi with two projects, South Carolina with one project, Missouri with one project, Arkansas with one project, Nebraska with one project, the Virgin Islands with one project, and American Samoa with one project. It is estimated that the projects funded in FY 1983 are serving approximately 170,000 limited-English-proficient students representing 92 different language groups in elementary and secondary school classrooms.

OBEMLA Reorganization

In order to better utilize staff resources for efficient program administration and thorough technical assistance in field operations and policy interpretation, OBEMLA programs were reorganized into a Division of National Programs and a Division of State and Local Programs. Administrative operations for management, planning, policy, and budget control were placed in the Office of the Director. The reduction in the level of overhead needed to maintain the Office and the elimination of duplicate efforts in daily administrative tasks have increased staff resources available for program administration.

Broadening Communication with Field Practitioners

During FY 1983, OBEMLA continued its concerted efforts to expand communications with various groups, localities, organizations, and individuals that previously had not been closely involved with OBEMLA programs and policies or had not had direct communications with OBEMLA. In addition, individuals representing Pacific Islanders, Native Americans, and State education agencies attended Office meetings to advise on special needs and new directions in program activities that affect their interests. Three management-oriented research studies to investigate these special areas of need were begun in FY 1983. The 1-year studies represented an investment of more than a half million dollars.

Improving Technical Assistance

In FY 1983, OBEMLA sponsored a number of conferences to help local and State education agencies to improve program operations. The Office also held workshops for Title VII fellowship recipients, bilingual vocational training and bilingual vocational instructors, training grantees, State refugee education coordinators, and for Native American, Pacific Islander, and Alaskan Native representatives from local schools, institutions of higher education, and research and evaluation fields.

In FY 1983, the National Clearinghouse for Bilingual Education (NCBE) responded to 51,819 requests for information, 45 percent of them from local school personnel. The Clearinghouse provided information to 55 language groups and to professionals interested in different aspects of English as a second language. NCBE's Forum newsletter was mailed to 147,870 readers. Clearinghouse staff provided training in computer searching of information resources to Title VII Service Centers, State education agencies, and Department of Education personnel.

Expanding Research and Information Base

OBEMLA funded a number of research studies through Part C of the Bilingual Education Act. The studies were designed to determine the need for bilingual education, to improve services to students with limited-English proficiency, and to improve Title VII program management. The studies respond to the congressional mandates included in the 1978 amendments to Title VII. The appropriation for Part C studies was $5.28 million in FY 1983. Three studies were continued and thirteen new studies were funded.

Two major studies were completed in FY 1983:

- The "Evaluation of the Classroom Instruction Component of Title VII Bilingual Education Programs" study was a program-level investigation. Its main objectives were to describe the extent to which projects were implemented and the implications which these activities had for meeting project goals and objectives. Projects were categorized according to the extent that English and/or the student's native language was used for instructional purposes.

- The "Teachers Language Skills Survey" (TLSS) study is a descriptive investigation of the skills which bilingual education and other program teachers have. Its primary objective was to survey the skills, training, and availability of teachers serving limited-English proficient (LEP) children. The study findings update similar facts reported in the 1976 TLSS reports and reveal significant teacher supply trends.

The Department responded to another congressional mandate and funded a 5-year longitudinal impact study of services to language minority, limited-English-proficient students. In addition, the Part C Research Coordinating Committee began planning its FY 1984 agenda of studies. The agenda responds to the Secretary's published goals and objectives for the Department.

Other contracts were awarded for the development and improvement of materials, methods, and instructional techniques. During FY 1983, Juarez and Associates of Los Angeles received a contract to prepare a report identifying successful strategies used in the six currently funded bilingual vocational instructor training projects.

Executive Resource Associates of Virginia received a contract award to plan, organize, and deliver two training sessions for job-related ESL and vocational skill instructors who are currently employed in federally funded bilingual vocational training projects. The purpose of these training sessions is to familiarize participants with the use of the handbook entitled "Improving Techniques in Teaching English for the Job" and to develop planning materials using the computerized text analysis of bilingual vocational training textbooks completed the previous fiscal year.

During FY 1983, Miranda and Associates of Maryland completed a study to identify occupations in which a foreign language is an asset. A resulting monograph provides information on requirements for entry into 15 occupations, the skills needed, options for advancement, background knowledge, and experience essential for obtaining employment.

Finally, Kirschner Associates, Inc., of Washington, D.C., completed a study to ascertain successful strategies being used by federally funded bilingual training projects in securing services that support recruitment, job placement, and related ancillary activities in bilingual vocational programs so that project staff can secure needed services for trainers at no cost from outside agencies, organizations, and others to supplement Federal assistance provided under vocational training programs.

The NACBE

The National Advisory Council on Bilingual Education (NACBE) conducted five public hearings during FY 1983. The focus of the hearings was on issues that dealt with special populations, such as Native Americans, refugees, bilingual rural populations, and bilingual migrant populations. The NACBE also conducted a public forum entitled "The Language and Cultural Training Needs of U.S. Business -- Domestic and International Relations." The proceedings were disseminated to numerous public interest and business groups.

Conclusion

The results of OBEMLA's reorganization, including its Bilingual Education Management Information System (BEMIS) and the Part C research activities, will place the Office in a sound position to monitor its programs effectively.

OFFICE OF VOCATIONAL AND ADULT EDUCATION

Through its many programs, services, and activities, the Office of Vocational and Adult Education (OVAE) assists the States in preparing persons of all ages, in all communities, for both paid and unpaid employment, and in providing adults with basic skills. While offering programs that also emphasize equal educational opportunity and sex equity, vocational education has the primary goal of increasing the employability and productivity of individuals, thereby contributing to the Nation's economic well-being. Adult education provides adults with basic skills and enables them to obtain a high school diploma or its equivalent.

OVAE's goals and priorities derive from two sources: legislation, together with governing regulations, and policies of the Administration, with special emphasis on the Secretary of Education's Departmental goals. Those deriving from the first source are of two types: (1) mandated, ongoing administrative responsibilities and (2) discretionary activities that promote program improvement, respond to national needs, and provide the national leadership for these purposes. With regard to those deriving from the second source, OVAE supports all of the Secretary's goals but puts particular emphasis upon the following: Achieving Excellence in Education, Improving Department Policy Management and Administration, Promoting Federalism, and Strengthening Education and Work.

Since there are considerable similarities among these four Departmental goals and the discretionary parts of the two Acts that OVAE administers, these are combined as Part I of this chapter. Part II summarizes OVAE's activities in performing its legislatively mandated functions.

Part I -- Goals and Discretionary Activities

Fiscal Restraint and Increased Productivity

Through a reorganization early in fiscal year 1983, OVAE streamlined its operations by restructuring itself along functional lines. Duplication of services was eliminated, clerical and secretarial resources were realigned to match the newly projected workload, and technical expertise was concentrated for maximum productivity. This workload, somewhat heavier in some areas than it was 2 years ago, is now handled by 20 percent fewer staff members. In addition, OVAE now operates on only half the nonsalary management budget it had 2 years ago.

Also during 1983, OVAE completed plans to increase future productivity by acquiring and making optimal use of a variety of automated equipment throughout the Office. Installation is expected in early 1984.

Reauthorization of the Vocational and Adult Education Acts

The Omnibus Budget Reconciliation Act of 1981 extended both the Vocational Education Act and the Adult Education Act to September 30, 1984. In April 1983, the Administration submitted to Congress, for the second time, a bill that would consolidate these two Acts into a simplified grant to the States with a small setaside for national programs in areas of particular national interest. The Secretary testified in favor of this measure before both House and Senate committees, and Congressional deliberations are expected to extend through much of FY 1984. During the latter half of FY 1983, OVAE worked closely with associations sponsoring alternative legislation in order to identify commonalities and to obtain greater support for the Administration's proposals. This effort will be intensified during FY 1984.

Deregulation

Because of the expected imminent reauthorization of both the Vocational and the Adult Education Acts, the Department decided to suspend its comprehensive efforts to deregulate these Acts and, instead, to address the same issues in its consolidation bill. Upon reauthorization of the two Acts, OVAE will collaborate with other departmental units in developing minimum, nonintrusive regulations that would provide States and localities with positive assistance in implementing the new legislation.

Closer Collaboration with Business and Industry

During FY 1983, one of the key elements in OVAE's efforts to strengthen education and work was the promotion, by means of several task forces, of closer ties with the private sector. In addition, the Assistant Secretary began work with the Special Assistant to the President for Private Sector Initiatives to identify innovative mechanisms for collaboration in vocational education in both program planning and implementation. This effort is expected to produce joint projects during 1984.

National Task Force Initiatives

OVAE's primary vehicles for responding to national needs in vocational and adult education have been its task forces, four of which were active during FY 1983.

Private Sector Task Force. -- This group served the others by providing organized lists of business and industry leaders willing to volunteer their efforts in various areas of national need. During the latter half of FY 1983, the group was also occupied in developing a plan for using the tens of thousands of Vocational Instructional Program Advisory Committees (including an estimated 350,000 private-sector representatives) as instruments for undertaking new and more productive public-private joint enterprises. The first result of this planning will be a national project during FY 1984 to identify successful collaborations of this type, followed by a national conference to publicize and adapt these innovations, and a major dissemination campaign to help States and localities institute them.

Task Force on Defense Preparedness and Vocational and Adult Education.-- In its continuing efforts to encourage maximum use of vocational and adult education programs in answering both military and civilian needs for skilled workers, this task force conducted a joint national seminar (with the Department of Defense) which presented 19 projects that were already performing such training functions. Subsequently, it prepared and distributed (1) a national network directory of Federal experts to assist prospective users in establishing new programs and (2) comprehensive seminar proceedings, including an annotated bibliography of program and planning materials. Throughout the year, it also continued to present monthly seminars on various topics related to training for defense. The seminars were open to all concerned government and private-sector persons. During FY 1984, the Task Force will support the DOD-ED Joint Committee on Training and Education for National Security, establish a national network of State defense preparedness coordinators for vocational and adult education, implement and monitor two special projects researching and producing guidelines and other materials for State and local use, and expand its monthly seminar program.

Task Force on Entrepreneurship Education. -- The Assistant Secretary chairs the Management Development and Technical Assistance Committee of the Federal Interagency Council on Minority Business Enterprise. Among staff functions it undertook for the Assistant Secretary, the task force prepared a paper covering 10 years of departmental and vocational education entrepreneurship initiatives at the Federal level. In addition, it developed and carried out plans for a 3-day national conference on entrepreneurship education for minorities. During FY 1984 it plans to expand its linkages with other Federal agencies concerned with entrepreneurship education and to use national resources in vocational education (such as the National Center for Research in Vocational Education at the Ohio State University) to augment technical assistance to the States in their entrepreneurship activities.

High Technology Task Force. -- This newest of OVAE's task forces began preliminary planning late in FY 1983. Its goal is to accelerate the integration of high technology advances by the vocational education enterprise, primarily by tapping the resources of the private sector. Its FY 1984 objectives include establishing cooperative arrangements with other Federal agencies concerned with high technology (e.g., the National Bureau of Standards), identifying financial and other resources available to vocational education programs in high technology, and assuming OVAE oversight responsibility for all Research, Development, and Dissemination (RD&D) contracts in this area.

Increasing Program Quality and Technical Scope

One of OVAE's highest priorities continues to be the conduct of a comprehensive and multifaceted effort to promote excellence in vocational and adult education, primarily through projects administered by its Division of Innovation and Development. A few highlights of this FY 1983 effort are as follows:

NAS Study. -- A major policy study was completed by the National Academy of Sciences, resulting in the publication Education for Tomorrow's Jobs. This study performs a similar role in vocational education to that performed for general education by the Secretary's National Commission on Excellence in Education. Regional conferences and other activities aimed at implementation are expected to be prominent features of OVAE's calendar during FY 1984.

Secretary's Awards for Excellence. -- As in the past year, national and regional experts chose one vocational education program in each of the 10 regions to receive an award. A major effort was made to publicize these programs nationally, both as guides to the development of replications and as an incentive to initiate them. The award program will continue in FY 1984.

Program Improvement Systems. -- Accomplishments included negotiating a new 5-year contract for the National Center for Research in Vocational Education (NCRVE); awarding new contracts for two curriculum coordination centers and renewals for four others (the six centers estimated saving the States $4 million in duplicative costs during 1983, as well as aiding in the installation of 500 new curriculums in public institutions during this period); and providing national leadership to 57 State Research Coordinating Units. During FY 1984, emphasis will be on continued close monitoring of NCRVE, changing parts of the Curriculum Coordination Centers network, and exploring more cost-effective means for providing national leadership in RD&D activities (such as teleconferences and electronic mail).

National Projects. -- Accomplishments included developing four major sets of products for improving apprenticeship instruction; performing a study on women's employment; developing a paraprofessional home-family health training program for rural areas; beginning the definition of job competencies of robotics technicians; collaborating with the Department of Commerce in entrepreneurship education through a project that will feature volunteer, private-sector sponsors for entrepreneurship training at 20 sites throughout the Nation during 1984; developing competency measures and tests for 17 occupations, with five companion teacher training modules; and developing and installing 20 special vocational guidance programs that feature linkages between the community, the private sector, and school guidance activities. During FY 1984, major new projects are expected to assist State and local educators in developing standards of excellence for Trade and Industrial and Business Education.

Rural Education Initiative. -- This activity, a statutory responsibility of the Assistant Secretary, included research on legislation, regulations, and available information for rural education; preparation of a Departmental policy declaration in support of rural education; design of a comprehensive survey of rural education activities to be undertaken in FY 1984 by the Federal Interagency Committee on Education; and appointment of a national planning committee for the proposed 1984 Department of Education National Rural Education Conference. During 1984, activities will include the conduct of this conference and the development of a national network, an OVAE mini-clearinghouse of information, and a comprehensive technical assistance plan.

Corrections Program. -- Accomplishments included the following: development of an interagency agreement between OVAE and the National Institute of Corrections (NIC), which transferred $100,000 from NIC to OVAE to improve vocational and adult education in correctional institutions; preparation of a Departmental Policy Statement on Correctional Education; compilation and dissemination of a correctional education resource guide; and continuation of the book and learning resource distribution program to support the education and rehabilitation of inmates and their families. In addition to the expansion of its workshop program and greater contacts with other Federal agencies, this program's 1984 objectives will include the establishment of an intra-departmental coordinating committee, development of a contract for the study of vocational and related adult education programs in correctional settings, and the beginning of a discretionary grant program to become operational, if funds are available, late in 1984 or in early 1985.

Indian Program. -- Accomplishments included reviewing continuation applications and approving 22 projects for operation during FY 1984; onsite monitoring of 26 existing projects and technical assistance for strengthening these programs; and monthly telephone conferences with field directors of all projects. Also, the Bureau of Indian Affairs/OVAE Coordinating Committee met frequently and the annual project directors' workshop was conducted (during October 1982). Objectives for 1984 include a heightened emphasis on aligning training with job openings and placement, providing increased staff support to the BIA/OVAE Coordinating Committee, and the implementation of a plan to alternate annual workshops between Washington, D.C., and a field location. The first of these is to be held at Shawnee, Oklahoma, in January 1984 and will focus on technical assistance, leadership development, and information exchange.

Appalachian Regional Commission (ARC) Program. -- On the Federal level, this special program is funded exclusively by funds from the ARC, although administered for vocational education purposes by OVAE staff. Accomplishments included: funding 28 new projects in 12 States with $2.53 million in ARC funds and $2.65 million in State and local funds and recovering $2.5 million from old accounts for use in current programs. Since this program is expected to be terminated September 30, 1984, OVAE's ARC program staff will be required to close out 500 projects that have been completed. In addition, it will be processing and funding an estimated 38 new or continuing projects involving $3.5 million for vocational training and $800,000 for basic skills education.

The President's Adult Literacy Initiative

National attention focused on the ills of illiteracy in FY 1983. Toward the end of the year, President Reagan announced a Nationwide Adult Literacy Initiative to promote functional literacy for the entire adult population. OVAE collaborated with other Departmental components in conceptualizing and planning this undertaking. The Initiative will rely heavily on cooperative efforts among all government levels and the private and other voluntary sectors. Early in 1984, OVAE will review various literacy efforts that may be disseminated as exemplary or innovative practices and programs.

Part II -- Legislatively Mandated Activities

Administration of Vocational Education

In FY 1983, an estimated 16 million students nationwide benefited from Federal funding of vocational education. More than $634 million in Federal funds were appropriated in fiscal year 1982 for use in school year 1982-1983; however, State and local funding for vocational education continued to exceed Federal outlays by a national ratio of approximately 9 to 1. During 1983, OVAE's Division of Vocational Education Services (DVES) performed functions in the following areas:

Technical Assistance. -- DVES provided specific administrative assistance through onsite visits to 20 States, conducted two management evaluation reviews in combination with State self-assessment and comprehensive self-evaluation, and assisted the National Occupational Information Coordinating Committee and the National Center for Education Statistics in offering six regional workshops to assist States in the use of the Vocational Preparation and Occupations handbook, a new taxonomy for use in planning and reporting vocational education programs.

Advisory Services. -- DVES staff served as advisors to nine national student organizations, attending board meetings and participating in annual leadership conferences. The staff provided national leadership and advisory services to State Vocational Education Agencies in all vocational program areas, as well as services for the disadvantaged, handicapped, and sex equity priorities.

Audits. -- DVES analyzed nine final audit reports during FY 1983. As the fiscal year closed, two of these final audits were resolved, one was in final draft form awaiting General Counsel clearance before issuance, and two others dealt with findings for which OVAE was not the "Primary Action Official." The most common audit findings included the lack of proper time-distribution records for salaries chargeable to more than one grant program, the lack of proper internal audits and reviews to determine State and local maintenance of effort, and other general recordkeeping and accounting deficiencies.

Grants Awarded. -- As FY 1983 closed, DVES had reviewed applications and awarded new annual grants to 34 States and 47 State Advisory Councils for Vocational Education during the last 3 months of the year.

Sex Equity. -- DVES-supported State efforts to encourage enrollments in nontraditional vocational courses increased enrollment of women in Agriculture, Technical, and Trade and Industrial vocational education, and enrollment of men in Health Occupations, Home Economics, and Business Education programs. A national conference was held for State Vocational Education Sex Equity Coordinators, with emphasis on sex equity as a factor in the revitalization of the Nation's economy. Also during 1983, a sex equity research project was underway, in conjunction with the Department of Labor and the Carnegie Corporation, addressing the occupational problems of women.

Special Needs Populations. -- During FY 1983, DVES, in conjunction with other OVAE units, continued to encourage the States to provide vocational education to disadvantaged and handicapped students in the least restrictive environment. The most recent available data indicated that the States were continuing to expand and improve support services available to disadvantaged and handicapped students and that 70 percent of all handicapped students enrolled in vocational education were in mainstream programs.

Administration of Adult Education

The State-administered adult education program is a cooperative effort between the 57 States and Insular Areas and the Federal government. During FY 1983, States were assisted by $86.4 million in Federal funds under the Adult Education Act. While the Act requires a 10 percent match from State and local funds, the combined contribution was estimated at 50 percent. More than two million educationally disadvantaged adults participated in basic and secondary education programs during FY 1983; the program's continued emphasis was on basic education. Providers of adult education services included local education agencies, community colleges, vocational-technical institutions, and other public and private nonprofit agencies, organizations, and institutions. OVAE's Division of Adult Education Services (DAES), in addition to its major role in planning the President's Adult Literacy Initiative, performed functions in the following areas:

Technical Assistance. -- Building State and local capacities to administer, support, and enhance the excellence and quality of adult education continued as a major DAES focus during FY 1983. Accomplishments relating to this focus included: expanding networks in support of competency-based adult education, adult secondary education, English as a second language, education for adults with disabilities, and defense preparedness-related adult education; assisting State adult education programs in developing strategies for adopting community education processes; developing a Job Training Partnership Act Planning Guide for use by State adult education officials; disseminating model basic skills programs having linkages with other agencies or resources including those in the private sector; and developing a handbook of learning resources for disabled adults.

Special Projects and Teacher Training. -- Each State is required to spend at least 10 percent of its allocation from the Adult Education Act on special experimental demonstration projects and teacher training projects, and to establish its own statewide priorities and criteria for administering these projects. During FY 1983, categories receiving special attention by the States and supported by DAES included adult basic education, adult performance level/life skills, staff development, tutoring, and uses of technology. Results from these projects have identified promising practices and innovative methods for the teaching of, and learning by, adults.

OFFICE OF POSTSECONDARY EDUCATION

The Office of Postsecondary Education (OPE) is involved in a broad spectrum of Federal support for various postsecondary education activities: Federal student financial assistance, institutional development, student services, housing and facilities, veterans' affairs, cooperative education, international education, graduate education, and new innovations related to the improvement of postsecondary education. In addition, OPE houses the White House Initiative on Historically Black Colleges and Universities, a government-wide program established by Executive Order.

In FY 1983, as in FY 1982, six goals reflected OPE's mission:

- efficient program management;
- deregulation of postsecondary education programs;
- assistance to historically Black colleges and universities;
- access to equal educational opportunities;
- enhancement of the Nation's role in international education; and
- support for innovative teaching methods and practices.

Policy Initiatives

Reauthorization of the Higher Education Act of 1965

Most of the programs administered by the Office of Postsecondary Education are authorized under the Higher Education Act (HEA) of 1965. The Act is being proposed for reauthorization in 1984.

The reauthorization process provides an opportunity to make those changes in and additions to the statute which will most effectively serve the country's postsecondary needs. OPE has been the lead program office for this activity. In the summer of 1983, a series of hearings were held throughout the country in order to obtain comments and suggestions from the public on how improvements can be made in this legislation. These comments and suggestions will aid in the development of the legislative package which the Department will submit to the Congress for consideration.

Executive Order 12320: Assistance to Historically Black Colleges and Universities (HBCUs)

The White House Initiative office is responsible for the coordination of a government-wide effort to maintain and increase support for the Nation's HBCUs. Through the office's Annual Plan and its Annual Performance Report, 27 Federal agencies were monitored to ensure compliance with the Executive Order. These efforts were successful.

- o In the FY 1983 Annual Plan, Federal agencies projected that support for these institutions will increase from the $564,458,319 reported in FY 1982 to $629,277,458, an increase of $64.8 million or 11.5 percent.
- o Many agencies responded to the special needs of many of the HBCUs by giving them technical assistance through special workshops and outreach efforts designed to provide information about available programs.

September 26, 1983, was designated as Historically Black College and University Day by Senate Joint Resolution 85.

To commemorate this special day, presidents of HBCUs were invited to Washington to participate in a series of workshops and panel discussions on a variety of issues of great concern to them. The events were capped by an evening at the White House. During the evening, President Reagan signed new legislation establishing a special endowment program as part of Title III of HEA. This legislation gives HBCUs and other colleges an opportunity to develop endowments through Federal grants matched by private fundraising activities.

International Education

The primary mission of the Department's Office of International Education Programs is to develop and sustain the competence of U.S. institutions and individuals in foreign language and area studies, particularly in the "hard," uncommonly taught languages. This mission was accomplished primarily through the award of grants to 91 university language and area centers and more than 700 fellowships under Title VI of the Higher Education Act. Smaller programs in undergraduate language and area studies and research in related disciplines supplemented the basic centers and fellowships program.

Fulbright fellowships in language and area studies complemented the domestic language and area centers and fellowships, and allowed advanced and intensive study abroad. Nearly 140 such fellowships were awarded along with 32 Fulbright Group Projects Abroad awards. In accordance with the Department's deregulation commitment, a new, simplified final regulation was published for the program.

The Department also administers the Teacher Exchange program for the U.S. Information Agency. Primarily directed toward secondary school teachers and assistant professors, this program expedited the exchange of more than 200 teachers, mostly with Western European countries. In addition, a new program with Liberia was inaugurated.

The Office of International Education Programs continued to administer a number of bilateral agreements, such as those with the People's Republic of China, the Republic of Korea, Israel, and Italy, and provided an overview of American higher education to more than 1,200 foreign educators visiting the United States.

The National Advisory Board on International Education met for the first time in FY 1982 and twice in FY 1983. In response to a request from the Secretary, they conducted a study of "Critical Needs in International Education," and have forwarded recommendations to the Secretary for consideration during the Higher Education Act reauthorization process.

A new Business and International Education program was activated in FY 1983 by the Congress to encourage education and training in language and area skills pertinent to international business and the U.S. economic position. Twenty-four matching grants totaling $1 million were awarded to institutions of higher education. These institutions will work in active partnership with private sector businesses and trade organizations to conduct programs emphasizing export education.

Accreditation

In FY 1983 the OPE universe of postsecondary educational institutions in the United States eligible for Federal funds included 3,252 collegiate degre-granting institutions and 5,749 non-degree-granting occupational schools.

There are 77 accrediting agencies recognized by the Secretary. In addition, 10 State agencies and 10 State nursing education agencies were recognized by the Secretary as reliable authorities regarding the quality of postsecondary institutions and programs. Of the 10 State agencies, 2 were recognized for the first time in FY 1983--Delaware and Puerto Rico.

Program Initiatives

Office of Student Financial Assistance (OSFA)

Collection of defaulted student loans continued to be a major activity of the Office of Student Financial Assistance. During FY 1983 more than $74 million in defaulted loans were collected.

Also in FY 1983 new efforts to increase collections were initiated, including the retention of credit bureaus, to aid in locating borrowers in default and act as a default deterrent. A major new collection initiative was launched to identify defaulting Federal employees. Through a computer tape match, 46,000 such employees were identified, and each was contacted to obtain repayment. New legislation authorizes the Department to offset Federal wages by 15 percent each pay period if an employee does not repay his obligation voluntarily.

The Office of Student Financial Assistance continued a special initiative on audit resolution which began in FY 1982, when a significant backlog of outstanding audits was eliminated. In FY 1983, 1,642 audits were resolved. More important is the fact that, during the last 6 months of FY 1983, OSFA had no audits more than 6 months old, thus meeting conditions set forth in OMB Circular A-50, which instructs agencies to resolve audit reports within 6 months of issuance.

Recovery of taxpayer funds was made as follows:

- o As a result of the audits which were resolved, $19.8 million was identified for recovery, an increase of $3.8 million over the FY 1982 figure.
- o From October 1, 1982, through August 30, 1983, 609 institutional program reviews were conducted with an estimated yield of $4,470,107 in liability due to the Federal government. In addition, 724 lender reviews were conducted, yielding an estimated liability of $6,032,975.

In September 1983, a supplemental allocation of more than $20 million was authorized for the campus-based student financial aid programs. The additional funds were a result of an annual deobligation of unused funds and were for use in the 1983-84 academic year. These funds were divided among the National Direct Student Loan (NDSL), College Work Study (CWS), and Supplemental Educational Opportunity Grant (SEOG) programs.

In distributing these funds, a special effort was made to aid those areas which had been declared national disaster areas by the President. This effort resulted in increased funding for areas in the Southwest.

Office of Higher Education Programs

This office played a major role in the development of "The Challenge Grant Amendments of 1983," Public Law 98-95, which was signed into law by President Reagan on September 26, 1983. This bill created a program, under Title III of the Higher Education Act, which awards matching grants for the purpose of building endowments.

During FY 1983 the Institutional Aid Programs also successfully conducted a special minicompetition for a supplemental award enacted by the Congress. The competition was limited to institutions which were historically Black, or predominantly Hispanic, Native American, and Asian Pacific. As a result of the competition, 53 institutions received $19 million in new program funding.

The Special Programs for the Disadvantaged (TRIO) conducted a competition under the Upward Bound component during FY 1983. This competition resulted in awards of $68,294,266 to 423 projects which will serve an estimated 32,498 participants.

Fund for the Improvement of Postsecondary Education

Requests for funds during FY 1983 continued the dramatic increase in education technology proposals: from one-sixth of all FY 1981 requests to one-third of all FY 1982 requests, and one-third of all FY 1983 requests. Significant increases were also apparent in teacher education, high school cooperation, math and science curriculums, and educational responses to economic shifts. Awards were made in all these areas.

The Fund also celebrated its 10th anniversary during FY 1983. Activities included consideration by a panel of educators of important directions of the past decade, and essays by Fund Staff on patterns of improvement.

Administration and Management Initiatives

Office of Student Financial Assistance (OSFA)

During FY 1983 OSFA issued a new Request for Proposal to provide improved and more cost-effective delivery of the processing of applications for Pell Grants. A yearlong process culminated in the award of a new contract on June 30, 1983, to Westinghouse Information Systems, Iowa City, Iowa. On the assumption that the contract renewal options are exercised, the new contract will save the Government approximately $13 million over a 3-year processing period and will process over 5 million Pell grant applications each year.

Office of Higher Education Programs

This office initiated a comprehensive reorganization plan during FY 1983 which is scheduled for implementation by the beginning of 1984. The office is being reorganized from a programmatic to a functional model allowing for more efficient management of the higher education programs. Economies of scale will improve services to the field and will enable professional program personnel to use their expertise more effectively. This reorganization includes the establishment of monitoring specialists in all 10 regional Education Department offices. These monitors will provide easier access to the postsecondary education community for grants monitoring purposes.

The two major program initiatives of FY 1983 were directed toward the reduction of waste, fraud, and mismanagement in funded programs.

The first was the completion of a full year of cross-program onsite reviews, with 185 projects monitored at 52 institutions. These visits resulted in an estimated "cost recovery" of more than $800,000. This figure represents the value of services added under legislated program purposes over the course of 1 year if the grantees take all recommended corrective actions. Examples of areas where no direct assignment of dollar benefit was made are "evaluation and followup procedures" and "recordkeeping and reporting procedures." Yet, improvements in these areas have obvious impacts on the level of program performance. Greater knowledge of the operation and impact of the programs is a necessary ingredient in improved administration.

The second major initiative was the cross-program review of applications for funding. All program officers were trained in the review and workup of applications for all discretionary grant programs in the office. The level and quality of staff effort in this area are reflected in the following summary: Requests received for new discretionary grant funding totaled $194 million; the amount of the grants recommended by the staff for funding was $87 million. The difference between these figures--55 percent of the amount requested--represents the work of the Department to obtain the best educational programs in the largest number of projects to serve the most participants possible. A second indication of staff effort in the area of funding is the difference between the amount requested and the amount awarded in continuation grant funding. Eighty-nine percent of the funds requested were awarded. This high figure demonstrates the effectiveness of the preapplication advice and technical assistance given by program officers to grantee institutions and agencies.

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

The Office of Educational Research and Improvement (OERI) has the mission to develop and transfer knowledge into education practice. The statistical, research, improvement, and dissemination functions of this Office are ways to least intrusively and most productively assist the public and private sectors of education in seeking excellence.

Organizational Structure

OERI began FY 1983 with four program components:

- National Center for Education Statistics (NCES)
- National Institute of Education (NIE)
- Office of Education Professional Development and Dissemination (OEPDD)
- Office of Libraries and Learning Technologies (OLLT)

In February 1983, the reorganization and consolidation of the programs in OLLT and OEPDD was officially approved by the Department of Education, and a new component was formed: the Center for Libraries and Education Improvement (CLEI). The new structure reflects the changes caused by the enactment of the Education Consolidation and Improvement Act (ECIA) of 1981. With this new structure, OERI has reduced administrative overhead and improved its ability to manage congressionally mandated programs more effectively.

CENTER FOR LIBRARIES AND EDUCATION IMPROVEMENT (CLEI)

CLEI is assigned responsibility for:

- the administration of library programs;
- the administration of technology programs;
- the identification, approval, and dissemination of exemplary education programs, products, and practices; and
- the coordination of resource assessment and development activities throughout the Department of Education.

Division of Library Programs (DLP)

During FY 1983 the Division of Library Programs provided grant assistance to college, university, research, and public libraries, to institutions of higher education, and to State library administrative agencies.

The bulk of DLP funding ($121 million from a total of $130 million) went to support public library services and construction, and interlibrary cooperation. This included an appropriation of $50 million made under the Emergency Jobs Act, to be administered under the authority of the Library Services and Construction Act Title II program for public library construction. The Emergency Jobs Act, P.L. 98-8, is intended to provide jobs for long term unemployed Americans and to create Federal projects of lasting value to the Nation and its citizens. It is estimated that the Federal and local/State matching funds for this program will create nearly 13,000 new jobs. In FY 1983 a total of 27 States received Federal funding totaling $28.5 million for 208 library construction projects. The remaining $21.5 million is available for award to the States as they request it.

Under the College Library Resources Program, Title II-A of the Higher Education Act, more than 2,100 colleges and universities received awards of $890 each. The Library Career Training Program awarded 33 institutional grants in support of 75 fellowships; and the Strengthening Research Library Program awarded grants, ranging from $35,000 to $300,000, to 35 major research libraries. Since many of the projects awarded under this latter program involve more than one institution, 49 research libraries will ultimately benefit from this program.

Four contracts totaling $237,700 were also awarded this past fiscal year under the Higher Education Act, Title II-B, Research and Demonstration:

- Historical Review of HEA II-B, Fellowships
- Diffusion of Innovations in Library and Information Science
- Role of Libraries in Creating and Providing Viewtext Information Services
- Libraries and the Learning Society

The contract concerning "Libraries and the Learning Society" is of particular interest as its aim is to identify the role of the Nation's libraries in responding to the findings and recommendations of the National Commission on Excellence in Education. This procurement is being conducted in two phases. First, an advisory board composed of representatives from major library organizations has been convened, and five position papers on specialized aspects of library and information science have been commissioned. In the second phase, regional seminars will be held to discuss points focused by the position papers.

National Diffusion Network (NDN)

The National Diffusion Network is an OERI program which helps local school districts help each other by sharing exemplary programs. NDN operates through two kinds of projects -- Developer Demonstrators, which are exemplary projects that provide training materials and technical assistance to those who adopt their programs; and State Facilitators, which serve as the principal link between Developer Demonstrators and those seeking new programs. For FY 1983, the NDN program concentrated on promising programs in priority areas, including computer applications for the enhancement of school instructional programs and programs in mathematic and science. As a result of nationwide searches, 32 such programs were approved by the Joint Dissemination Review Panel (JDRP).

This brought the total number of projects approved by the JDRP, as of September 30, 1983, to 363. JDRP examines promising programs for evidence of effectiveness. Programs which meet JDRP standards are listed in the annual catalog, Educational Programs That Work, and are eligible for funding as Developer Demonstrator projects.

In 1983, $10 million was available for the NDN program. Of that amount, approximately $8.1 million was used to continue funding State Facilitator projects in every State, the District of Columbia, Puerto Rico, and the Virgin Islands; and to provide continued support to 91 Developer Demonstrator projects. About $1.1 million was used to fund 24 new Developer Demonstrator projects in areas such as computer technology, mathematics, science, adult literacy, and others; $680 thousand was used to support technical assistance activities; and approximately $60,000 went to pilot projects in ED regional offices for NDN support activities.

Among NDN highlights for this past fiscal year:

- The Illinois Facilitator Project received a Certificate of Appreciation from the Center for Disease Control (HHS) for the implementation of the School Health Curriculum Project. The Award was given in recognition of the project's efforts to reduce health risks among students. The School Health Curriculum Project is an NDN program and has been implemented in 30 other States.

- Project C.O.F.F.E.E. (Cooperative Federation for Educational Experiences), a Developer Demonstrator project, received a Presidential Commendation on October 6, 1982, for its involvement as a public organization with the private sector. This project, located in Oxford, Mass., is an alternative occupational program specializing in high technology for high school students. Project C.O.F.F.E.E. works very closely with and receives strong support from several high-tech industries, notably Digital Equipment Corporation. The project was the only education program among the 20 Presidential Commendations for private sector involvement given nationwide.

Division of Technology, Resource Assessment, and Development (DTRAD)

DTRAD's chief assignment is to carry out major elements of the Secretary's Technology Initiative.

During the past fiscal year, production was completed for the second season of 3-2-1 CONTACT, which will be broadcast beginning October 17, 1983. The series is intended to make 8- to 12-year-old children aware of potential careers in science. This project also receives funding from the National Science Foundation and the Corporation for Public Broadcasting.

Two new media projects were also in production during FY 1983. SPACES, a TV series in six parts, is intended to show the role of minorities in scientific fields. This program, to be aired in late 1983, was jointly funded by the Department and ALCOA. The other project, The Voyage of the Mimi, is a major effort in the area of science and mathematics, and includes television programs, microcomputer programs, and laser videodiscs. It will be broadcast in the summer of 1984. Together with 3-2-1 CONTACT, these program series are establishing a solid block of children's television in the area of science and mathematics.

DTRAD also supported three television series on family life which were completed in FY 1983. Moving Right Along, from WQED, Pittsburgh, deals with teenagers and parents. Y.E.S., INC, from KCET, Los Angeles, concerns youth employment and dramatizes positive role models and the importance of basic skills in obtaining employment. Somebody Else's Place, from Austin's Southwest Center for Educational TV, explores the situations of high school students from different parts of the country, a variety of family backgrounds, and a wide range of high schools; it provides positive role models for family involvement in the critical teenage years. Each series offers supplemental print guides for teachers and students.

Additionally, DTRAD continues to distribute to schools and television stations previously funded television series through its tape storage, duplication, and captioning contract, currently with the Great Plains National Television Library in Lincoln, Nebraska. All program series within this library now include "closed captions" for the hearing impaired. Schools may obtain copies in any videotape format, and three series are available in part on laser videodiscs. Satellite networks such as the Christian Broadcasting Network, Catholic Broadcasting Network, and commericial satellite systems increasingly use these programs. Estimated audience for this secondary distribution system is 40 million viewers.

Programs to build State capacity for decision-making about computers in schools continued throughout the fiscal year. Project SLATE (State Leadership Assistance in Technology and Education) held eight workshops for top level decision-makers from State education agencies, governors' offices, and State legislatures on the development of sound computer applications in education.

DTRAD announced and reviewed applications for exemplary School Based Technology Demonstrations to facilitate the sharing of such knowledge among schools. Twelve of these 2-year awards are planned, with at least one in each of the Department's ten regional areas.

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

During FY 1983, in the course of addressing its mandate to collect and disseminate statistics on education, NCES undertook the assessment and redesign of several major surveys. Five areas were of particular interest:

- o Cooperative Venture for a Fifth Follow-up Survey of the National Longitudinal Study of the High School Class of 1972 (NLS-72)
- o Common Core of Data (CCD)
- o Vocational Education Data System (VEDS)
- o Census Mapping Project
- o Postsecondary Survey Redesign Project

NCES initiated a joint venture for the design, implementation, and funding of a Fifth Follow-up Survey of the National Longitudinal Study of the High School Class of 1972 (NLS-72). This venture seeks funding participation from profitmaking and not-for-profit organizations, trade associations, foundations, and other parties, including State and local governments and other Federal agencies, to obtain additional information from a sample of young adults representing the twelfth grade U.S. population in 1972. This new survey will collect additional information about adult and continuing education, economic returns to investment in schooling, marital and family status, and other topics of specific interest. This new information will be significantly enriched by combination with the detailed information already available on the careers of these respondents gathered through earlier followup studies.

The Center achieved a major milestone in the redesign of its basic statistical data collection system, the Common Core of Data (CCD), which assembles statistics on elementary and secondary education institutions from each State education agency. The CCD system collects statistics on schools, staff, students, and financial characteristics of school districts, and its redesign is leading to reduced costs and shortened reporting time frames. The new system will also allow for fully automated editing and imputation capabilities.

In the latter part of this fiscal year, NCES has been examining the Vocational Education Data System (VEDS) carefully for explanations concerning year-to-year variability in the data. While data users have indicated that some of the data are increasingly useful, there remain substantial concerns about data quality and the collection burden. Working with the Department's Office of Vocational and Adult Education, The National Center for Research in Vocational Education, and others, NCES expects to develop appropriate caveats concerning the data, provide insights for a system redesign, and suggest legislative changes that may be necessary.

The Center is in the final stage of releasing data tapes to State education agencies from its Census Mapping Project. Through this project, for the first time, NCES is able to integrate local school district education data with Census population data to provide a more meaningful data base for comparative analysis among and between States and localities. The tapes provide school districts with a reliable, accurate, and timely information resource in an economic and cost-efficient manner. In addition, researchers and policymakers may find these data useful for a variety of other purposes.

NCES has continued work on the Postsecondary Surveys Redesign Project. This program was initiated to redesign the data elements collected and definitions used in the Higher Education General Information Survey (HEGIS), the noncollegiate postsecondary school survey, and VEDS. To this end over the past year, the redesign technical advisory staff has continued to work with outside groups as well as some of the primary providers of postsecondary education data.

NATIONAL INSTITUTE OF EDUCATION (NIE)

National Institute of Education (NIE) priorities supported the Department's goal of enhancing State and local capacities to make education more productive. The NIE geared its efforts to providing the means of improvement--that is, ideas and knowledge gained from research and techniques developed in demonstration programs--without the intrusion of the Federal government.

National Assessment of Educational Progress (NAEP)

Through NAEP, NIE continued to trace the achievements, skills, and activities of American youth, providing a comprehensive "report card" on American educational progress for the use of local communities, educators, and policymakers. NAEP, begun in 1964 and supported with Federal funds since 1969, traditionally assesses 9-,13-, and 17-year-old students in the areas of art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. As a result of national, open competition, NIE this year awarded a 5-year grant for the conduct of NAEP to the Educational Testing Service (ETS). The new grant will emphasize making the results and data more usable to State and local practitioners and policymakers, putting research findings into practice, testing innovations, and conducting special studies and analyses of particular trends in educational progress.

National Competition for Regional Educational Laboratories and Research and Development Centers

A substantial portion of the federally sponsored educational research and development in the last 20 years has been conducted through regional educational laboratories and national research and development centers. In response to a mandate of the Congress, NIE began this year to plan for a fair and open national competition for new long term lab and center awards.

In planning for the competition, NIE held 11 public hearings across the country during June, soliciting public comment and advice on the education needs of their regions and on the types of R&D services that would best meet those needs. Five study groups, comprised of nationally recognized experts from research and practitioner communities, met in August and September, and in October recommended center missions and laboratory arrangements to the NIE Director. A National Panel on the Fiscal Year 1985 Laboratory and Center Competition met in October to consider the study group recommendations and other materials, and to develop a set of broadly representative individual views for NIE advice.

This opportunity to consult widely with the public, to plan deliberately and thoughtfully for conduct of a major portion of Federal R&D in education, and to establish a rigorous, fair, and open competition as the basis for future awards can be expected to contribute significantly to efficiency in expenditure and quality in results.

Support of Regional Educational Laboratories and Research and Development Centers

While planning the competition for new awards, NIE continued to fund and monitor the work of the 16 organizations currently designated as laboratories and centers. These institutions conducted a wide range of activities that served to increase knowledge about educational processes, to provide educators with materials and techniques to improve educational practice, to help parents and communities assess current services and express local needs, and to give policymakers and other officials current and accurate information as the basis for new laws, programs, and decisions to guide American education.

Improving Local Schools Through Advances in Evaluation and Management

The Northwest Regional Educational Laboratory (NWRL) in Portland, Oregon, provided assistance and training to local and State educators conducting evaluations, cost analyses, and resource management studies.

The UCLA-based Center for Study of Evaluation (CSE), whose Program Evaluation Kit has been a long time best selling "how-to" manual for schools interested in conducting their own evaluations, published two more books on the costs of doing evaluations and ways to link evaluations and testing with instruction.

The Learning Research and Development Center (LRDC) has worked hand-in-hand with the Pittsburgh school district to evaluate classroom practices, to determine the kinds of research information that local decision-makers find useful, and to develop ways of gathering and reporting data that are responsive to local concerns.

Advancing and Putting To Work Our Understanding of Reading, Writing, and Mathematics Learning

LRDC's recent research has developed experimental theories of mathematics learning relevant to designing better instruction.

CSE recently assisted the Illinois State Board of Education with the design and implementation of a writing assessment as part of its statewide assessment program.

The Appalachia Educational Laboratory worked with eight school sites in that region to assess the effects of microcomputers in the remediation of reading, math, and writing skills of secondary school students.

An examination carried out by the Center for Education Policy and Management (CEPM) on the effects of workload and student assignment policies on math instruction, and the effects of instruction and counseling on student math achievement will have implications for both instructional policy and practice.

Providing New Knowledge and Assistance at the High School Level

CEPM and NWRL conducted a regional conference on curriculum diversity in high school and the likely outcomes of such diversity.

The Wisconsin Research and Development Center's (WRDC) comprehensive program on school processes at the secondary level studied such issues as adolescent development, organizational incentives for quality teaching, and individualized school programming--and directed the results to educators and policymakers through a variety of publications as well as conferences, State task forces, and major State and national education associations.

The CSE won an award from the American Educational Research Association (AERA) for the excellence of its program evaluation work with the Los Angeles Unified School District.

Competition for Central Midwest Regional Education Laboratory

NIE awarded grants to nine groups and organizations for preliminary planning for a new education laboratory in the central Midwest. These awards will ensure broad participation in the preparation of approaches for organizing the work of the laboratory. Like the other 16 education labs and centers, the new laboratory will complement the work of other regional agencies and organizations.

School Technology Center

A School Technology Center was established at Harvard University as the government's major research facility for exploring the use of technology for improving science, math, and computer education across the country. Harvard will operate the Center on behalf of a consortium of other organizations including the Educational Testing Service, Education Development Center, WGBH Education Foundation, Children's Television Workshop, and the Cambridge, Watertown, Newton, and Ware public schools. Staffed with noted scholars, administrators, researchers, and educators, focused upon classroom conduct of research, and funded with over $7 million for 5 years, the Center will be the cornerstone of a national effort to regain excellence in American science and math education.

Other NIE Projects in Technology

With the aim of establishing a comprehensive new program of research oriented toward the use of technology in education, NIE, in addition to founding the School Technology Center just noted, undertook a number of other initiatives, such as a Conference on Educational Software, and several projects to examine uses of computers in basic skills learning. It also commissioned noted scholars, educators, and policymakers to examine issues related to State policies and computers in schools, the implementation of technologies in education, and public/private partnerships emphasizing technology.

Effective Schools

The Institute provided extensive research and support to the National Commission on Excellence in Education, including major papers, testimony at formal hearings, and logistical assistance.

The Institute followed up the commission's work by establishing a seven-member commission of distinguished education leaders to examine how excellence can be maintained in American postsecondary education.

During the past year, the Institute designed and managed the Secretary's Secondary School Awards Program, which recognized 151 outstanding schools throughout the Nation. The activity involved development of criteria and instruments for assessing high school quality based on NIE's effective schools research and conducting field visits to numerous high schools across the land.

In addition to overseeing research on improving the basic skills of reading, writing, math, and science, the Institute also conducted several important studies on effective school management.

For instance, the Institute produced the School Price Index, similar to the Consumer Price Index, to assist local school districts in planning budgets by revealing how much education costs have risen compared to the overall inflation rate.

The Institute assisted in preparation of a handbook summarizing a decade of advice about school decline management which catalogues more than 30 practices and provides policy models from 27 school districts in 17 States.

Funding was once again provided to the National Conference of State Legislatures for seven States to conduct studies to determine how their education policies can be improved, making a total of 34 States that NIE has supported in this effort since 1976.

Teacher Recruitment and Teacher Quality

A shortage of certified and qualified science and mathematics teachers is one of the most visible and critical problems faced by our Nation's schools. As part of a research program responding to this problem, the NIE Improvement of Science and Mathematics Education Team conducted a national conference to identify the salient elements of the shortage, to add corollary data to existing knowledge, and to guide future research in this area. Key educators, researchers, legislative staff, government officials, and members of business and industry gathered to discuss papers prepared for the conference, to share their views and experience, to identify areas of agreement and disagreement, and to decide upon future research and practice. The conference proceedings have been widely circulated.

NIE also continued a broad program of research examining the quality of teaching. Projects studied conditions affecting the quality of the teaching work force and its ability to perform effectively on the job. Studies of school and district policies related to teacher evaluation, collective bargaining, and recruitment and selection are providing information to help school systems better manage their work forces. Studies of instructional effectiveness were directed to learning how to provide better instruction in various subject areas, at different educational levels, and to diverse student populations. In addition, an innovative partnership with the American Association of Colleges for Teacher Education (AACTE) enabled several teacher training institutions to begin to reform their programs of teacher preparation in accordance with recent research on effective teaching.

The Educational Resources Information Center (ERIC)

The ERIC system continued to provide educators, students, policymakers, and the general public with computerized access to nearly one-half million documents on education that have been collected since 1966. This decentralized information network, composed of 16 nationwide clearinghouses, gathers and disseminates documentary information on educational research and practice. During the past fiscal year, approximately 2.7 million inquiries were responded to and about 30,000 on-line computer searches were conducted. ERIC was the most frequently used of all social science data bases, and the second most used overall by academia and government. (Only the National Medical Library system was queried more.) In 1983, ERIC was the sole public outlet for background documents prepared for the report of the National Commission on Excellence in Education (NCEE), A Nation at Risk, responding to over 1,200 requests in this connection alone.

Finally, several noteworthy projects and initiatives were administered directly by the Immediate Office of the Assistant Secretary.

Pittsburgh Conference

In November 1982, OERI sponsored a conference on the future of computers in education and the research needed to realize the full potential of this educational tool. Forty nationally recognized experts in computers, cognitive science, teaching, and learning theory gathered at Carnegie-Mellon University and the University of Pittsburgh for this 4-day conference. The conference report, Computers in Education: Realizing the Potential (available in two volumes through the Government Printing Office) characterizes the computer as a "one-in-several-centuries innovation," and deals with the following topics:

- New education needs resulting from society's increasing dependence upon information technologies;
- Opportunities offered by such recent advances in computer applications as tutoring, creating exploratory learning environments, diagnosis, networking, and game technologies; and improvements in the computer's capacity as an administrative aid to increase teacher productivity;
- Recommendations for actions required to realize these opportunities, including a call for a substained national investment in basic research on cognitive issues and artificial intelligence, and the necessary associated applied research.

Software Studies

Three studies on the availability and overall quality of education software in the subject areas of reading and writing, mathematics and science education, and foreign language instruction were conducted for OERI by American Institutes for Research in the Behavioral Sciences, Technical Education Research Centers, Inc., and the College of Education of the University of Iowa, respectively.

Findings of these studies included identification of about 500 commercially available software titles in reading and writing, 1,650 in mathematics and science education, and 500 in foreign language instruction. Much of this material represented drill-and-practice, and less than 5 percent, in the judgment of the study directors, used the unique capabilities of computers to improve teaching and learning.

In his testimony before the Subcommittee on Investigations and Oversight of the House Committee on Science and Technology on September 28, 1983, the Secretary emphasized that inadequate software creates a barrier to the effective use of computers in schools, and that the Federal government has a role to play in the development of state-of-the-art education software.

The Small Business Innovation Research (SBIR) Program

The Small Business Innovation Development Act of 1982 requires Federal agencies with R&D budgets over $100 million to set aside a certain amount of that budget for a special competition limited to small businesses.

ED's participation in the SBIR program, which was conducted by OERI's Education Technology and Science Staff, generated 84 proposals spanning the four areas of technology in which projects were solicited: (1) Research and Development of Models, Guides, and Plans for Handicapped Populations (2) Input and Output Mechanisms and Devices (principally for microcomputers) (3) Simplifying the Creation of Software and (4) Technology and Vocational Training and Placement.

Eight awards totaling about $311,000 were made in FY 1983.

School Finance Project

The School Finance Project, initiated under section 1203 of the Education Amendments of 1978 (P.L. 95-561), was brought to completion in FY 1983. The purpose of the study was to describe trends in education finance and assess options for the Federal role in this area. Two final reports were issued during the year.

- Prospects for Financing Elementary/Secondary Education in the States
- Private Elementary and Secondary Education

The draft of a third report is currently under review and should be issued during the next fiscal year.

Conclusion

During the upcoming fiscal year, OERI efforts will be concentrated in the high priority areas of technology, math and science, and excellence in education.

OFFICE FOR CIVIL RIGHTS

The Office for Civil Rights (OCR) enforces four Federal statutes which prohibit discrimination in education programs receiving Federal financial assistance: race, color, and national origin discrimination are prohibited by Title VI of the Civil Rights Act of 1964; sex discrimination is prohibited by Title IX of the Education Amendments of 1972; handicap discrimination is prohibited by Section 504 of the Rehabilitation Act of 1973; and age discrimination is prohibited by the Age Discrimination Act of 1975.

To enforce these laws, OCR investigates complaints and conducts compliance reviews. OCR also participates in negotiations and mediation, and offers technical assistance to encourage voluntary compliance with these statutes. These activities extend to students, beneficiaries, and employees of school districts, colleges and universities, State rehabilitation centers, and other recipients of Federal education funds.

Complaint Resolution

Investigation and resolution of complaints alleging illegal discrimination are OCR's primary activities. During FY 1983, OCR received 1,950 complaints and closed 2,273; some of those closed were received in previous years. Forty-five percent of these complaints alleged discrimination based on handicap; 17 percent were based on race; 14 percent were based on sex; 5 percent were based on national origin; and 2 percent were based on age. Most of the remaining 17 percent alleged a combination of bases for discrimination.

Of the complaints received, 64 percent involved elementary and secondary schools; 26 percent involved postsecondary schools; and the remaining 10 percent involved other institutions receiving Federal financial assistance from the Education Department and some nonfederally funded entities. Sixty-nine percent alleged discrimination in delivery of services, and most of the remainder alleged discrimination in employment. As of September 30, 1983, 867 complaints were pending, a 27 percent decrease from the 1,140 complaints open at the end of FY 1982.

A significant accomplishment of the fiscal year was the resolution of a class-action complaint brought by three civil rights organizations representing blacks, Hispanics, and women against California's 106 community colleges. The complaint was settled with State cooperation when OCR obtained assurance that the State would take corrective action to improve the representation of women and minorities in apprentice training programs.

Early Complaint Resolution

In an effort to expedite the voluntary resolution of complaints prior to an OCR investigation, OCR has employed an Early Complaint Resolution (ECR) process since November 1981. In FY 1983, ECR was offered in approximately 10 percent of all complaints received. Sixty-six percent of all ECR starts were mediated successfully; that is, the complainant and recipient reached a mutually satisfactory agreement and the complaint was withdrawn. This was an 8 percent increase over the FY 1982 figure.

Compliance Reviews

In contrast to complaint activity, compliance reviews allow OCR to target discrimination issues for in-depth examination of compliance practices by selected Federal fund recipients. As a result, compliance reviews have the potential to affect significantly greater numbers of individuals. During FY 1983, OCR initiated 284 compliance reviews and closed 281. Some of those closed were started in previous years. As of September 30, 1983, 149 were pending, approximately the same number as were pending at the end of FY 1982.

Fifty-seven percent of the compliance reviews begun in FY 1983 involved elementary and secondary schools and dealt with issues involving within-school segregation, vocational education, special purpose schools, unserved special education needs, school segregation, services to limited-English-proficient students, school discipline, and employment.

The remaining compliance reviews begun in FY 1983 involved postsecondary education and covered the categories of program accessibility, admissions, vocational education programs of community and junior colleges, student services, intercollegiate athletics, and vocational rehabilitation services.

Compliance reviews conducted by OCR and State vocational education agencies, which are required to conduct reviews of subrecipients to assure compliance with Title VI, increased substantially in FY 1983. Regional civil rights staff initiated 66 onsite reviews of vocational schools as compared to a total of 56 in the preceding 2 fiscal years.

The _Adams_ Order

On March 11, 1983, the U.S. District Court for the District of Columbia, in _Adams_ v. _Bell_, issued a new order altering the consent decree entered in 1977. The order revised the time frames and procedures for processing complaints and compliance reviews. The government filed an appeal arguing that the arbitrary time frames were unworkable and that the order unconstitutionally intruded upon the duties of the Executive Branch.

Among other things, this new order requires OCR to resolve 762 "backlogged" cases, those which had not been processed within the time frames, by September 7, 1983. However, it provides an exception for up to 20 percent of these cases, and directs that they be resolved no later than March 11, 1984. By September 30, 1983, 615 cases had been closed; 17 had been referred to the Department of Justice; 1 had been referred for administrative enforcement action; and 114 had been excepted from the time frames. The remaining 15 cases have been targeted for referral to the Department of Justice. In addition to the administrative enforcement action resulting from compliance with the March 11 Adams order, OCR initiated one other administrative enforcement action against a school district concerning denial by the district of access in a Title IX case.

The same district court issued another order on March 24, 1983, requiring OCR to take specified actions involving the higher education desegregation plans for nine States; Arkansas, Florida, Georgia, Kentucky, North Carolina (Community College System), Oklahoma, Pennsylvania, Texas, and Virginia. In conformance with the order, higher education desegregation plans were completed for Kentucky, Pennsylvania, and Texas, and amendments to existing plans were completed for the remaining six States. No appeal of this order was made.

Litigation

In addition to the Adams case, OCR was actively involved in many other Federal court lawsuits in FY 1983, including several cases before the Supreme Court. Many of the cases dealt with such basic issues as the meaning of the terms "program or activity" and "Federal financial assistance" which appear in the language of those statutes OCR enforces that proscribe discrimination on the basis of race, color, national origin, and sex by "programs or activities which receive Federal financial assistance." Other key issues involved in litigation addressed such divergent issues as whether Section 504 of the Rehabilitation Act of 1973 proscribes a school district from categorically limiting the education of handicapped children to the normal school year, and whether it is appropriate for a court to award attorneys' fees against the United States because an OCR investigator advised a school district that it may be in violation of Title VI if it allowed the Ku Klux Klan to use its facilities for a meeting.

Technical Assistance

Assistance in understanding and applying civil rights laws is an important part of OCR's compliance program. Most technical assistance addresses the same issues covered by compliance reviews. During FY 1983, OCR completed technical assistance contracts on two compliance issues: the overrepresentation of black students in classes for educable mentally retarded students and recruitment of minority students for graduate and professional schools. The work of the Regional Technical Assistance Staff (RTAS) units continued throughout the year, reflecting the unique characteristics, priorities, and resources of each region. As a result of onsite consultation and recommendations, RTAS units collectively reported cost savings to recipients of approximately $1,720,100. These savings involved planned or anticipated expenditures for architectural changes to meet the requirements of Section 504.

OCR also continued Regional Office development of Memoranda of Understanding (MOUs) with State education and human rights agencies to support mutual civil rights objectives. New MOUs were signed with the Pennsylvania Human Relations Commission and the West Virginia Human Rights Commission. A significant achievement in FY 1983 was the development of a model MOU for use by OCR Regional Offices. Specifically, agreements based on the model will: (1) improve the ability of OCR and States to accomplish civil rights responsibilities; (2) strengthen cooperation and coordination; (3) reduce the data collection burden on State and local recipients and, at the same time, expedite the compilation of compliance information; and (4) prevent duplication of effort and reduce the operating costs of State and local agencies.

Another activity during FY 1983 included the initiation of a program using in-house resources to develop four technical assistance training projects, the first dealing with athletics and the second with sexual harassment under Title IX, a third with classroom assignment under Title VI, and the fourth with accessibility for the handicapped under Section 504 — all for use by regional staff in training recipients of Department funds. This activity was previously conducted by outside firms under contract with OCR. OCR also continued its assistance to State agencies in their annual compliance activities under the Vocational Education Civil Rights Guidelines.

Regulatory Activity

The Department of Education published a final regulation in the Federal Register, 58 Fed. Reg. 38817 (Aug. 26, 1983), that exempts OCR complaint files and logs from disclosure under the Privacy Act of 1974, 5 U.S.C. §552a. The regulation, effective October 10, 1983, amends 34 C.F.R. §5b.11 and exempts from disclosure to a complainant the investigatory file compiled for a civil rights investigation. In the past, the Privacy Act permitted complainants access to investigatory files; consequently, investigations and negotiations by OCR were hampered because recipients of Federal financial assistance were reluctant to provide data, the disclosure of which often resulted in litigation and adverse publicity in the media.

Program Management Initiatives

Major initiatives in FY 1983 to increase efficiency and effectiveness were:

- Revision and automation of the OCR work measurement system to track time spent on major work categories in regional offices. Implementation is scheduled for the beginning of FY 1984.
- Study of information needs to determine the feasibility of using microcomputer technology to improve operational efficiency. Implementation is scheduled for FY 1984.
- Modification of the Automated Case Information Management System to expedite portions of the court-mandated reporting requirements of the _Adams_ order of March 11, 1983.
- Revision of OCR's Management-by-Objectives System to improve the OCR's performance in accomplishing major policy, programmatic, and management initiatives and to provide clear organizational direction.
- Development of an OCR-wide electronic mail system for documents and message transmittal which will increase the speed and accuracy of internal OCR information exchange.
- Improved communication between OCR headquarters and Regional Offices through regular conference calls, management meetings, and roundtable discussions.
- Approval of a reorganization plan to ensure a more efficient utilization of resources and the accomplishment of OCR's mission.
- Continuation throughout FY 1983 of OCR's efforts to reduce internal waste, fraud, and abuse. All OCR expenditures were carefully screened, notably those for travel, training, contracts, printing, and overtime.

OFFICE OF THE GENERAL COUNSEL

The Office of the General Counsel (OGC) provides legal services to the Secretary of Education and other officials of the Department.

OGC's activities and accomplishments in specific areas during FY 1983 are as follows:

Legislation

In FY 1983, OGC supervised responses to approximately 200 congressional and Administration requests for the Department's views on proposed or pending legislation.

OGC also played a major role in developing a legislative package transmitted to the Congress by the President this year. The package included a voucher proposal giving parents of educationally deprived children choice in selecting compensatory education services for their children, an education savings account bill providing incentives for parents to save for their children's college education, and a major student assistance reform bill. OGC also prepared bills to implement other important Administration policies:

- to improve science and mathematics teaching in secondary schools;
- to consolidate Federal vocational and adult education programs;
- to improve bilingual education programs;
- to reauthorize the Rehabilitation Act of 1973; and
- to establish an endowment grant program for developing institutions of higher education.

In addition, OGC played a lead role in consultations on proposed technical amendments to the General Education Provisions Act and the Education Consolidation and Improvement Act of 1981.

Regulations

The legal staff of OGC and the regulations coordinators of its Division of Regulations Management (DORM) work together to assure that Department regulations are correct, concise, legally sound, and reflect appropriate and understandable policies and interpretations. OGC attorneys played a leading role in drafting regulations, reviewing existing regulations, and identifying and resolving legal and policy issues that arise in the regulatory process. Through DORM, OGC also was responsible for overseeing, coordinating, and improving procedures for preparing regulations.

Major initiatives of the Department in the area of regulations during FY 1983 were:

- implementation of an improved and more timely regulations process;
- completion of reviews of certain programmatic and administrative regulations, and establishment of a plan for the review of all other ED regulations;
- implementation of a plan to evaluate the burdens imposed by regulations;
- elimination of unnecessarily burdensome reporting requirements in regulations.

OGC implemented a greatly improved process for the development, approval, and more timely issuance of regulations. The process accommodates legislative requirements, including the General Education Provisions Act, the Regulatory Flexibility Act, and the Paperwork Reduction Act of 1980 and furthers the goals of Executive Order 12291 and other regulatory relief efforts initiated by the Department, the President's Task Force on Regulatory Relief, and the Office of Management and Budget.

For purposes of deregulation, nearly one-half of more than 200 ED regulations were reviewed by the end of FY 1983. Efforts to reduce paperwork and burdensome regulatory provisions included the elimination of numerous reporting and recordkeeping requirements and the placement of decision-making authority at the local, State, or institutional level. OGC has been instrumental in identifying opportunities for deregulation and in preparing the necessary documents to accomplish this purpose.

By June 30, 1983, efforts to reduce burdens and cut costs for applicants and grantees had saved an estimated 11,287,817 person hours and $1,105,298,116. Additional savings are expected as other ED regulations are reviewed in accordance with the Department's schedule.

OGC played a leading role in FY 1983 in the preparation of regulations required to implement Executive Order 12372, Intergovernmental Review of Education programs.

OGC services included not only drafting regulatory documents, but also identifying issues and options for policy resolution, maintaining a liaison with the Office of Management and Budget, providing legal advice to Department officials, and representing the Department in public meetings designed to identify and discuss regulatory issues.

Other major tasks performed by OGC included the review and revision of draft regulations for the Indian Education Act, the drafting of funding priorities for the National Institute of Handicapped Research, and the preparation of regulations:

- o to offset Federal employee salaries against money the employees owe the Department on student loans;
- o to implement the requirement of Selective Service registration as a condition for student financial assistance;
- o to establish family contribution schedules within student assistance programs; and
- o to set up State agency programs under Chapter 1 of the Education Consolidation and Improvement Act.

Legal Advice

OGC provided legal advice during FY 1983 on a great many important statutory, constitutional, and regulatory issues in response to inquiries from the Secretary and other Department officials, the White House, the Congress, and the public. The major areas and issues included:

- o review of State plans concerning programs administered under the Education of the Handicapped Act;
- o applicability of civil rights laws to education institutions;
- o administrative and management legal issues related to personnel, budget, freedom of information, and contract law;
- o education of the handicapped;

- amendments to the Higher Education Act;
- charging of interest on debts owed the Department;
- compliance with statutory requirements governing the timely obligation of funds by State and local grantees (the Tydings Amendment);
- Chapter 1 of ECIA and the block grant program under Chapter 2 of ECIA;
- issues related to the transition from antecedent programs to programs under Chapters 1 and 2 of ECIA;
- services to private school children in elementary and secondary education programs;
- audit procedures and audit compliance standards for major programs;
- State constraints on reimbursement for interpreter services for deaf Title I Rehabilitation Act clients attending postsecondary institutions.

OGC also provided legal services needed for the day-to-day administration of many established programs of assistance to education administered by the Department. Program areas that required a concentration of legal services during FY 1983 included:

- student financial aid programs;
- part B of the Education of the Handicapped Act;
- impact aid;
- special education services for refugees and Cuban-Haitian entrants;
- Bilingual Education Act.

Litigation

Legal services provided by OGC during FY 1983 in connection with court and administrative litigation have improved the administration of Department programs. For example, in support of the Department's program to prevent waste, fraud, and abuse, OGC devoted considerable resources to the audit enforcement process, particularly under programs of aid to elementary, secondary, and vocational education. These activities included:

- resolution of longstanding audit appeal and audit collection cases under Title I of the Elementary and Secondary Education Act (ESEA) through settlements and the use of authority for regranting recovered funds under Section 456 of the General Education Provisions Act;

- presenting the Department's position before U.S. Courts of Appeal in key cases testing the Department's authority to recover misspent program funds through administrative determination, and working with the Department of Justice in the successful presentation of the Department's case before the U.S. Supreme Court.

- successfully representing the Department in complex reviews and appeals of final audit determinations and other rulings in connection with State-administered programs such as Title I of ESEA;

- resolution of longstanding disputes arising out of grant and contract audit disallowances, including the recovery of funds through settlement negotiations.

Favorable settlements were achieved in several cases with lenders under the Federal Insured Student Loan Programs (FISLP). In one of these, the lender agreed to forego payment from the Department of over $8 million in defaulted student loans. Favorable decisions were obtained from two circuit courts of appeal regarding the statute of limitation under FISLP, and a court dismissed a challenge to the constitutionality of the statutory financial needs test for previous borrowers seeking additional loans.

Other key litigation included:

- convening arbitration panels for, and overseeing the mediation of, disputes concerning vending sites for blind vendors under the Randolph-Sheppard Act;

- defending regulatory procedures governing termination of services for clients under Title I of the Rehabilitation Act;

- defending cases challenging the Department's authority to provide for federally assisted services to private schoolchildren in their schools;

- defending the Department's denial of claims for Impact Aid payments made by various school districts;

- handling litigation involving the authority of arbitration panels to award compensatory damages to blind vendors in relationship to State claims of sovereign immunity;
- successfully defending cases challenging the Department's Reduction-in-Force actions;
- representing the Department in litigation with the Chicago school board over the government's obligation to fund Chicago's desegregation plan;
- defending a class action lawsuit challenging the Department's alleged failure to provide night pay differential to certain employees;
- obtaining a ruling on appeal to the Merit Systems Protection Board, setting a standard for the assessment of penalties on employees by agencies in performance-related adverse action cases.

The Office also worked with the Department of Justice in civil rights cases dealing with the nature and scope of the Department's responsibilities under various civil rights statutes, including issues of scope of coverage of Title IX of the Education Amendments of 1972; elementary and secondary education statutes; higher education statutes; and aid to the handicapped statutes.

OFFICE OF LEGISLATION AND PUBLIC AFFAIRS

The Assistant Secretary for Legislation and Public Affairs is the Secretary's principal advisor concerning the Department's legislative and public affairs programs. Under the Assistant Secretary's direction, the Office (OLPA) is responsible for congressional relations and for informing the public and the education profession throughout the Nation about Department programs and policy.

The Office also administers provisions of the Freedom of Information Act, Privacy Act, and Ethics in Government Act, and serves as a repository for documents required under the Ethics in Government Act.

During FY 1983, the complementary roles of the Office were used in an intense effort to stimulate State and local responses to the challenge of educational reform posed by the report of the National Commission on Excellence in Education. OLPA's efforts to publicize the report and make its findings and recommendations known to the Congress were instrumental in bringing national attention to the quality of education in America's schools and colleges.

As a result, by the end of the fiscal year major educational reforms were underway in more than forty States and in scores of localities. This burst of activity at the State and local levels demonstrated the Administration's conviction that its emphasis on State and local control over education would result in widespread improvement in schools and colleges. The President's leadership toward educational renewal, along with vigorous efforts to inform the public of the imperative for reform, have brought about this renaissance in the quality of education for students.

OFFICE OF LEGISLATION

The Office of Legislation (OL), in liaison with the White House, the Office of Management and Budget, and other Department offices, formulates legislative proposals for consideration by the Congress. Through its Division of Congressional Services and Legislative Liaison, OL responds to inquiries from the Congress, keeps Members informed of Department programs and operations, and provides detailed information on Administration initiatives. The Office's Legislative Reference Unit maintains archives of legislative materials concerning Federal education programs.

Following the presentation to the President of the National Commission on Excellence in Education report, A Nation At Risk, the Office serviced a record number of requests for copies of the Commission's findings for Members of

Congress, their staff, and constituents. Public interest in this report resulted in the rapid depletion of GPO stocks despite the large quantities ordered, and additional demand was satisfied through reprinting of the report in the Congressional Record and electronic information services. OL was also instrumental in providing detailed information on the work and findings of the Commission for Members of Congress interested in its recommendations.

The impact of A Nation At Risk was demonstrated by subsequent hearings in both the House and the Senate on excellence in education. Hearings were held in the House Education and Labor Committee, Senate Labor and Human Resources Committee, House Budget Committee, House Subcommittee on Economic Stabilization, and House Budget Committee's Task Force on Education and Employment following the Administration's efforts to find ways to improve the quality of education for America's students. The Office worked closely with congressional members who conducted town meetings and field hearings, and provided assistance to Committee and Members' staff in responding to public interest in restoring academic standards and excellence in education.

Legislative Activities

During FY 1983, the Administration proposed a number of initiatives pertaining to education. Education Savings Accounts, vouchers for the educationally disadvantaged, student financial assistance reform, loan collection, consolidation of adult and vocational education programs, educational services for the handicapped, and bilingual education proposals were all introduced in the Congress. Hearings were held in either the House or Senate on all but one of these legislative measures.

Legislation proposing tuition tax credits for parents who send their children to private schools was submitted early in the 98th Congress and was the subject of hearings before the Senate Finance Committee. Reported in May 1983, this legislation remains a high priority for the Department of Education and is likely to be considered by the full Senate during the 98th Congress.

A school prayer constitutional amendment was submitted to Congress by the President and was subsequently introduced in both houses of Congress. The Senate Judiciary Committee held a series of hearings on the measure and a slightly modified version was reported from Committee. In addition, an equal access/silent prayer constitutional amendment was reported from the Senate Judiciary Committee.

Similar equal access legislation was introduced in the House of Representatives and was the subject of hearings before the Education and Labor Committee. The equal access concept which allows students to meet on school grounds during noninstructional periods for religious purposes received the support of the President.

The need for training and retraining of mathematics and science teachers was addressed in legislation proposed by the Administration. During 1983, the House of Representatives held hearings on and passed a mathematics and science bill. Although the Senate held its own hearings on the subject and reported a different math/science bill, action by the full Senate was postponed until the second session of Congress.

The Challenge Grant Amendments of 1983 provide for a program of endowment grants for developing postsecondary institutions. The new law will expand the use of Federal challenge grant matching funds to build institutional endowments and will contribute to the growth and stability of many historically black colleges, community colleges, and small private institutions. The measure was passed by both House and Senate and was signed into law by President Reagan at a formal ceremony at the White House.

Legislation granting student loan consolidation authority to SALLIE MAE through November 1, 1983, was passed by Congress and signed by the President. This law also clarifies certain matters pertaining to Pell Grant Family Contribution Schedules and relates to the providing of student loan information by lenders.

Numerous other legislative proposals calling for improvements in our Nation's educational system were introduced by Members of Congress. The Office of Legislation responded to inquiries regarding these proposals and followed the sequence of events on such bills in both House and Senate. The nationwide interest in educational reform will no doubt continue to stimulate activities in the Congress during the coming fiscal year.

OFFICE OF PUBLIC AFFAIRS

Through its publications, news services, and broadcast program, the Office of Public Affairs informs the public of Department programs and policies. In FY 1983, the Office was primarily responsible for the unprecedented public and media attention to the report of the National Commission on Excellence in Education. According to the annual Gallup Poll of the public's attitudes toward education, taken just two weeks after the report's release, nearly one-third of the survey sample knew of the Commission's report. Of those, 79 percent could cite the major findings and recommendations of A Nation At Risk. In just two weeks, the report had become known to approximately one person in five in the adult population. According to the Gallup Poll findings, 87 percent of these people agreed in general with the report's findings.

Following the report's release, the Office worked to keep the public informed of regional hearings on excellence in education, provided media access to policymakers to discuss the report and the Department's response, and helped to ensure continued public awareness of the imperative for renewed academic standards in education.

News and Information Division

President Reagan's leadership in response to A Nation At Risk created unprecedented public and media attention to State and local efforts to reform education through establishing academic standards, merit pay and master teacher plans, and renewed attention to academic basics. To gain nationwide public involvement in State and local reforms, twelve forums were held following the report's presentation to the President with widespread national and local media coverage through the assistance of the Division. The Division also played a key role in publicizing the Department's first Secondary School Recognition Program in recognizing the outstanding achievements of 152 of the Nation's public high schools.

The Division also arranged periodic news conferences for the Secretary, and interviews with the media for Department officials on major Administration policy objectives. An increased emphasis was placed on cooperative efforts between the public and private sector in meeting major educational challenges, exemplified in the Administration's voluntary Adult Literacy Initiative to improve services for the illiterate.

Editorial Services Division

Through its radio broadcast program, photographic services, and publications, the Division continued its efforts to provide a broad array of information services for the public in a cost-effective manner. The Department's Publications and Audiovisual Advisory Council (PAVAC), established under the authority of President Reagan's April 20, 1981, memorandum and OMB Bulletin 81-16, is a Department-wide working group chaired by the Assistant Secretary for Legislation and Public Affairs charged with maintaining information services while controlling costs.

As a result of the Presidential directive and PAVAC's efforts, more than $1 million was saved in FY 1983 on the Department's information services.

Publications

In FY 1983, the Division provided editorial services for the production of forty major publications, including reports to the President and the Congress. All publications were carefully reviewed for cost-savings by PAVAC, and OLPA worked closely with the Council in ensuring that each publication complied with PAVAC specifications for production.

In addition, editorial services were provided for 139 articles and speeches written by Department employees for non-Federal journals and audiences.

American Education

The report of the National Commission on Excellence in Education was reprinted in full in the Department's magazine during FY 1983 to provide an additional 10,000 copies to members of the public and education profession. Selling by subscription, American Education continued to follow the guidelines established by the Secretary in FY 1982 in bringing its editorial focus to bear on critical and often controversial issues facing educators and the public.

During the past year, articles published in the magazine presaged A Nation At Risk by emphasizing the imperative for restoring academic standards, improving school discipline, rewarding teachers based on merit, and other critical educational issues which have since come to the forefront of national attention. The magazine continued its policy of relying on voluntary contributions by authors instead of the previous practice of contracting with freelance writers, thereby continuing its cost-saving efforts. At the same time, its early attention to major educational issues increased its value and effectiveness for subscribers, and put the magazine in the vanguard of State and local efforts to restore the quality of education.

APPENDIX

Advisory Councils and Committees -- October 1, 1982 - September 30, 1983

Advisory Council on Dependents' Education
Advisory Council on Education Statistics
Advisory Council on Native Hawaiian Education
Advisory Council on Financing Elementary and Secondary Education
Asbestos Hazards School Safety Task Force
Community Education Advisory Council (terminated October 1, 1982)
Federal Education Data Acquisition Council
Intergovernmental Advisory Council on Education
National Advisory Board on International Education Programs
National Advisory Committee on Accreditation and Institutional Eligibility
National Advisory Council for Career Education (terminated October 1, 1982)
National Advisory Council on Adult Education
National Advisory Council on Bilingual Education
National Advisory Council on Continuing Education
National Advisory Council on Ethnic Heritage Studies (terminated October 1, 1982)
National Advisory Council on Indian Education
National Advisory Council on the Education of Disadvantaged Children (terminated October 1, 1982)
National Advisory Council on Vocational Education
National Advisory Council on Women's Educational Programs
National Board of the Fund for the Improvement of Postsecondary Education
National Center for Research in Vocational Education Advisory Council (established January 11, 1983)
National Commission on Excellence in Education (terminated August 26, 1983)
National Council on Quality in Education (terminated October 1, 1982)

Boards and commissions -- October 1, 1982 - September 30, 1983

Civil Rights Reviewing Authority
Commission on Presidential Scholars
Education Appeal Board
Federal Interagency Committee on Education
National Council on Educational Research
National Council on the Handicapped

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